DOCUMENT RESUME

ED 457 282 UD 034 422

AUTHOR	Kallus, Richard, Ed.
TITLE	Secondary School Completion and Dropouts in Texas Public Schools, 1999-00.
INSTITUTION	Texas Education Agency, Austin. Div. of Research and Evaluation.
REPORT-NO	GE01-601-09
PUB DATE	2001-08-00
NOTE	105p.
AVAILABLE FROM	Texas Education Agency, Publications Distribution, P.O. Box 13817, Austin, TX 78711-3817 ($14.50). Tel: 512-475-3523. For full text: http://www.tea.state.tx.us/research/.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Accountability; Dropout Prevention; *Dropout Rate; Dropout Research; Dropouts; Educational Attainment; *Graduation; High School Graduates; High Schools; Public Schools; *Student Attrition; Tables (Data)
IDENTIFIERS	State Policy; *Texas

ABSTRACT

This report includes state summaries of the annual dropout rate used in the accountability system, along with state attrition rates. It offers a series of longitudinal secondary school completion/student status rates. Out of 1,794,521 students attending Texas public secondary schools during 1999-00, 23,457 dropped out, a decrease of 15.0 percent. Dropout rates for African American and Hispanic students remained above that for white students. The statewide annual dropout rates for grades 9-12 was 1.8 percent. Out of 244,777 in the class of 2000 grade 9 cohort, 80.7 percent graduated, 4.8 percent received a General Educational Development certificate, and 7.3 percent continued school the following school year. The 4-year longitudinal dropout rate was 7.2 percent. The report provides historical information about Texas dropout policy and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student progress through school are discussed, along with potential advantages and disadvantages associated with each measure. The report describes Texas Education Agency data collection, processing, and reporting and discusses national requirements for dropout data. Finally, it summarizes reasons students drop out and outlines effective dropout prevention strategies. Ten appendixes present further dropout data. (Contains 15 tables, 14 figures and 30 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 457 282

TEXAS
EDUCATION
AGENCY

AUSTIN, TEXAS

Secondary School Completion and Dropouts in Texas Public Schools 1999-00

DEPARTMENT OF
ACCOUNTABILITY
REPORTING AND
RESEARCH

DIVISION OF
RESEARCH AND
EVALUATION

AUGUST 2001

UD034422

BEST COPY AVAILABLE

L Kemp
Texas Education Agency

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Citation. Texas Education Agency. (2001). *Secondary school completion and dropouts in Texas public schools, 1999-00* (Document No. GE01 601 09). Austin, TX: Author.

Abstract. The Texas Education Agency (TEA) prepares an annual report on dropouts in Texas public schools. This report includes state summaries of the annual dropout rate used in the accountability system, along with state attrition rates. It also includes a series of longitudinal secondary school completion/ student status rates introduced last year.

Out of 1,794,521 students who attended Grades 7-12 in Texas public schools during the 1999-00 school year, 23,457 students, or 1.3 percent, were reported to have dropped out. This was a decrease of 15.0 percent in the number of dropouts, and the first decline in the dropout rate in three years. Dropout rates for African American and Hispanic students remained above that for White students statewide. The statewide annual dropout rate for Grades 9-12 was 1.8 percent.

The longitudinal secondary school series tracks a class of students over five to seven years, from the time they enter Grade 9 or Grade 7 until the fall following their anticipated graduation. Out of 244,777 students in the class of 2000 Grade 9 cohort, 80.7 percent graduated, 4.8 percent received a General Educational Development (GED) certificate, and 7.3 percent continued school the following school year. The four-year longitudinal dropout rate was 7.2 percent.

In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student progress through school are discussed, along with potential advantages and disadvantages associated with each measure. Extensive background on TEA data collection, processing, and reporting is presented, and national requirements for dropout data are described. Finally, the report summarizes reported reasons students drop out of school and outlines effective dropout prevention strategies.

Keywords. *Secondary education, high school completion, dropouts, annual dropout rate, longitudinal dropout rate, completion rate, graduation rate, attrition rate, Grades 7-12, Grades 9-12.*

Material in this publication is not copyrighted and may be reproduced. The Texas Education Agency would appreciate credit for the material used and a copy of the reprint.

Additional copies of this document may be purchased using the order form in the back of this publication. Additional information about this report may be obtained from the Texas Education Agency Research and Evaluation Division at (512) 475-3523. The Research and Evaluation website address is http://www.tea.state.tx.us/research/.

Secondary School Completion and Dropouts in Texas Public Schools 1999-00

TEXAS EDUCATION AGENCY
DIVISION OF RESEARCH AND EVALUATION
AUSTIN, TEXAS
AUGUST 2001

Texas Education Agency
Jim Nelson
Commissioner of Education

Office of Finance and Accountability
Ron McMichael
Deputy Commissioner

Department of Accountability Reporting and Research
Criss Cloudt
Associate Commissioner

Reviewer
Nancy Stevens

Division of Research and Evaluation
Project Staff
Linda A. Roska
Karen Ann Dvorak
Spring W. Lee
Catherine A. Christner

Editor
Richard Kallus

Layout
Vicky Killgore
David Jacob

Contents

Highlights vi
Introduction 1
State Accountability System 3
Monitoring Student Progress 7
History of Data Collection 7
Leaver Reporting System 7
Results of PEIMS Leaver Collections 11
Consequences of Inaccurate Reporting 12
PEIMS Resources 14
Policy Issues Regarding Data Quality and Leaver Reporting 15
Measures of Student Progress Through Secondary School 17
Reporting and Use of Measures 17
Comparing Completion and Dropout Rates 19
State Dropout Policy 25
Current Statutory Requirements 25
TEA Dropout Definition 25
National Dropout Reporting 29
Statewide Dropout and Completion/Student Status Rates 31
Annual Dropout Rates 31
Longitudinal Completion/Student Status Rates 36
Attrition Rates 39
Reasons for Dropping Out and Dropout Prevention 41
Dropout Reasons 41
State Dropout Plan and Dropout Prevention Strategies 42
Selected References 43
Appendix A. Availability and Reporting of Leaver Reason Codes 45
Appendix B. Record Exclusions and Exit Reasons for Reported Leavers 49
Appendix C. Leaver Reason Codes and Documentation Requirements in the Public Education Information Management System 53
Appendix D. Dropout Data Collection and Reporting in Texas and Other States 67
Appendix E. Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate 71
Appendix F. Dropout Policy in Texas 75
Appendix G. History of Texas Education Agency Dropout Definition 79
Appendix H. Supplemental Tables 83
Appendix I. Synopsis of Student Progress Through High School, Class of 2000 93
Appendix J. Comparing Annual and Longitudinal Dropout Counts at the State Level 95

List of Tables

Table 1. Dropout Rate Standards in the Texas Public Education Accountability System, 1994-2002 4

Table 2. Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 1997-98 Through 1999-00 12

Table 3. Reported and Underreported Student Records in Grades 7-12, by Ethnicity, Texas Public Schools, 1999-00 12

Table 4. Common Methods of Measuring Student Progress Through School 18

Table 5. Annual Dropout Rate (%), Grades 7-12 and Grades 9-12, by Student Group, Texas Public Schools, 1999-00 21

Table 6. Longitudinal Completion/Student Status Rates (%), Grades 9-12, by Student Group, Texas Public Schools, Class of 2000 23

Table 7. Longitudinal Dropout Rate (%), Grades 7-12, by Student Group, Texas Public Schools, Class of 2000 23

Table 8. Attrition Rate (%), by Student Group, Texas Public Schools, 2000 24

Table 9. Leavers Not Counted as Dropouts for Accountability Purposes by the Texas Education Agency 26

Table 10. Exclusions from Dropout Counts, Texas Public Schools, 1999-00 28

Table 11. Comparison of Dropout Definitions Used by the Texas Education Agency and the National Center for Education Statistics, 1998-99 School Year 30

Table 12. Longitudinal Completion/Student Status, Grades 9-12 and 7-12, Texas Public Schools, Classes of 1998, 1999, and 2000 37

Table 13. Enrollment and Attrition Rate, Grades 9-12, by Student Group, Texas Public Schools, 2000 40

Table 14. Enrollment and Attrition Rate, Grades 7-12, by Student Group, Texas Public Schools, 2000 40

Table 15. Exit Reasons Reported for Official Dropouts, by Student Group, Texas Public Schools, 1999-00 41

List of Figures

Figure 1. Overview of Academic Excellence Indicator System 3

Figure 2. Number of *Low-performing* Campuses and Percentage Rated *Low-performing* Because of Dropout Rates, Texas Public Schools, 1996-2000 5

Figure 3. Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 1999-00 (Phase I) 9

Figure 4. Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 1999-00 (Phase II) 10

Figure 5. School Leavers Reported by Districts, Texas Public Schools, 1998-99 and 1999-00 13

Figure 6. Numbers of Students and Dropouts, Grades 7-12, Texas Public Schools, 1988-89 Through 1999-00 31

Figure 7. Annual Dropout Rate, by Grade, Texas Public Schools, 1999-00 32

Figure 8. Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1999-00 32

Figure 9. Annual Dropout Rate, by Grade and Student Group, Texas Public Schools, 1999-00 33

Figure 10. Annual Dropout Rate, Grades 7-12, Texas Public Schools, 1988-89 Through 1999-00 34

Figure 11. Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1988-89 Through 1999-00 35

Figure 12. Annual Dropout Rate, Grades 9-12, by Student Group, Texas Public Schools, 1999-00 35

Figure 13. Longitudinal Completion/Student Status Rates, Grades 9-12, by Student Group, Texas Public Schools, Class of 2000 38

Figure 14. Longitudinal Completion/Student Status Rates, Grades 7-12, by Student Group, Texas Public Schools, Class of 2000 39

Highlights

Annual Dropout Rates

- In 1999-00, the number of dropouts in Grades 7-12 from Texas public schools decreased by 15.0 percent, to 23,457, down from 27,592 in 1998-99. This was the first year that dropout standards for accountability ratings became more stringent, and the decline in the number of dropouts was the largest since the 1994-95 school year.
- Out of 1,794,521 students who attended Grades 7-12 in Texas public schools during the 1999-00 school year, 1.3 percent were reported to have dropped out. In the previous three years, the statewide annual dropout rate had held steady at 1.6 percent.
- The gaps between dropout rates of African American and Hispanic students and that of White students narrowed. The dropout rate for African American students decreased from 2.3 percent to 1.8 percent between 1998-99 and 1999-00, and the dropout rate for Hispanic students decreased from 2.3 percent to 1.9 percent. The rate for White students decreased by a 10th of a percentage point to 0.7 percent.
- Nevertheless, dropout rates for African American (1.8 %) and Hispanic students (1.9 %) were more than twice that of White students (0.7 %).
- The largest number of students (7,630) dropped out of Grade 9. The Grade 9 dropout rate was constant at 2.0 percent. The biggest change was in the Grade 12 rate, which fell from 2.9 in 1998-99 to 2.0 percent in 1999-00.
- The statewide annual dropout rate for Grades 9-12 was 1.8 percent. Using a grade span of 7-12, rather than 9-12, increased the number of dropouts by 2,018 and decreased the dropout rate by 0.5 percentage points.
- Reasons commonly cited for students dropping out of school included poor attendance, pursuit of a job, and age.

Longitudinal Rates

- Out of 244,777 students in the 1996-97 Grade 9 cohort, 85.5 percent either graduated or received a General Educational Development (GED) certificate by 2000. An additional 7.3 percent continued in school the following school year.
- The longitudinal dropout rate of 7.2 percent represented a decrease from the 8.5 percent longitudinal dropout rate for the class of 1999 Grade 9 cohort, and the 8.9 percent longitudinal dropout rate for the class of 1998 Grade 9 cohort.
- African American students had a graduation rate of 76.9 percent; White students, 86.7 percent; and Hispanic students, 72.8 percent. All three groups showed an increase over the preceding year in the percentage of students graduating.
- Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates, with Hispanic students at 11.2 percent and economically disadvantaged students at 11.6 percent. But, Hispanic students also had the largest percentage point decrease, down 1.9 percentage points from 13.1 percent the year before. The dropout rate for African American students decreased 1.7 percentage points, from 11.6 percent to 9.9 percent.

- Females had a higher graduation rate than males and lower rates of GED certification, continuation, and dropping out.
- The Grade 7 cohorts for the classes of 1999 and 2000 demonstrated patterns similar to those for the Grade 9 cohorts. The graduation and GED rates increased and the rates of dropping out and continuation decreased. The dropout rate for the class of 2000 Grade 7 cohort decreased from 9.0 percent to 7.7 percent.
- For 2000, the attrition rates for Grades 9-12 and Grades 7-12 were 36.6 percent and 25.0 percent, respectively.

Leaver Reporting

- Statewide, districts accounted for 99.0 percent (or 1,877,741) of the students who were enrolled or in attendance in Grades 7-12 in 1999-00.
- Only 19,718 (or 1.0%) of the students in Grades 7-12 in 1999-00 were underreported.
- 1999-00 was the third year the leaver record was used, and reporting continued to improve. In 1999-00, there were only 19,718 underreported student records, compared to 67,281 underreported student records in 1997-98.
- On a percentage basis, students enrolled or in attendance in Grades 7-12 who had not been accounted for dropped to 1.0 percent from 3.6 percent in 1997-98.
- For 1999-00, one district had more than 1,000 underreported student records, and 53 had more than 10 percent underreported student records. For 1998-99, no district had more than 1,000 underreported student records, and 55 districts failed to account for more than 10 percent of students enrolled.
- The number of districts that accounted for all students continued to increase, from 79 in 1997-98 to 317 in 1998-99, to 443 in 1999-00.

Introduction

Over the past several decades, major changes in economic and social circumstances have heightened public concern about educational excellence and equity. Rapid advances in technology and the emergence of a global marketplace have steadily diminished the labor market opportunities available to young people with little education or training. At the same time, youths traditionally considered most at risk of academic failure have comprised increasingly larger proportions of the Texas school-age population.

In response to these challenges, Texas has moved from a public education system that focuses on rules and procedures to one that emphasizes student achievement and accountability for results. School districts and campuses are now held responsible for enabling *all students* to achieve exemplary levels of performance. Lawmakers have facilitated school improvement by reducing state regulations and giving educators the flexibility to tailor programs to meet local needs.

Sophisticated data systems allow the Texas Education Agency (TEA) to monitor school performance using a wide range of measures. Common indicators of academic excellence include attendance, advanced course completion, and standardized test results. Individually, each indicator concentrates on a unique aspect of performance; together, they present a broader picture of educational quality and effectiveness.

A fundamental measure of school success is whether students are completing their secondary education. Over time, refinements in data collection and processing have allowed TEA to provide increasingly more detailed information about high school completion. Student progress through high school can now be measured using a variety of methods and rates. Each type of rate is valid and useful for its specific purpose and can offer a reliable assessment of the educational experience it was designed to measure.

This report, published annually since 1989, takes advantage of these expanded resources by presenting comprehensive findings about both high school completion and non-completion. The report includes state summaries of the annual Grade 7-12 dropout rate used in the accountability system and the longitudinal high school completion/student status rates introduced last year. The longitudinal series includes four-year rates for graduates, recipients of General Educational Development (GED) certificates, and students who continue in school following their anticipated graduation date. Four-year dropout rates make up the fourth component of the series. Together, the rates add to 100 percent. Also presented are Grade 9-12 annual dropout rates, Grade 7-12 longitudinal rates, and Grade 9-12 and Grade 7-12 attrition rates.

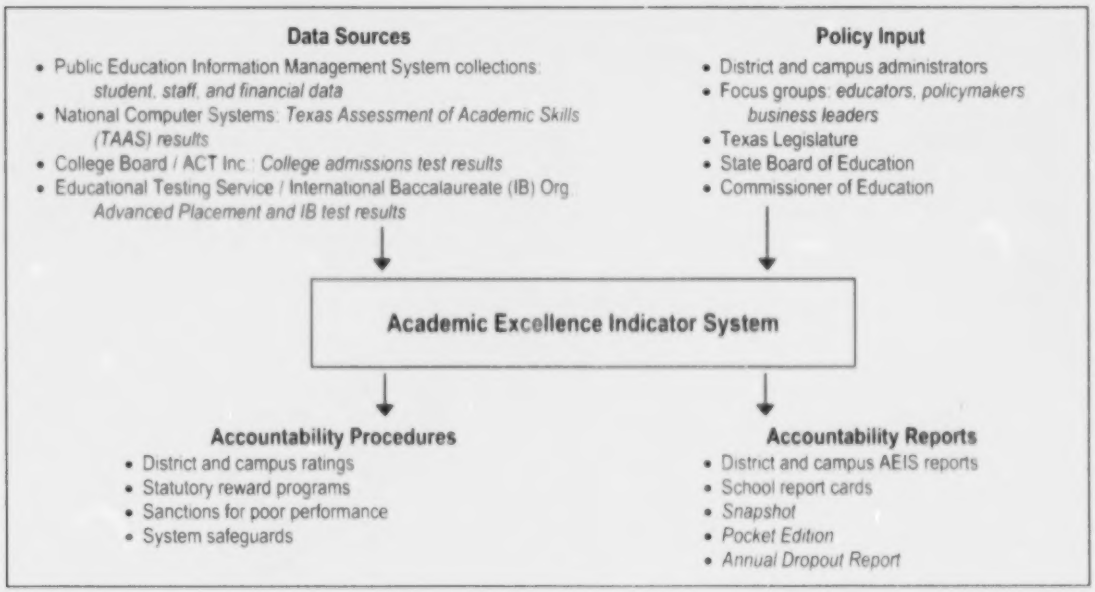
The Texas Education Agency continues to take steps to improve the accuracy of dropout reporting. In 1998, the separate dropout and graduate data records submitted by school districts were eliminated and replaced with a leaver data record. Districts are now required to account for each student enrolled in Grades 7-12, not just dropouts and graduates. This more complete set of student withdrawal information can be better monitored at the state level. Results of TEA analyses of leaver data quality are presented in this report.

In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student progress through school are discussed, along with potential advantages and disadvantages associated with each measure. Extensive background on TEA data collection, processing, and reporting is presented, and national requirements for dropout data are described. Finally, the report summarizes reported reasons students drop out of school and outlines effective dropout prevention strategies.

State Accountability System

The Academic Excellence Indicator System (AEIS) serves as the basis of an integrated accountability system that includes a mechanism for rating campuses and school districts, as well as for reporting performance results to districts, schools, and parents. As Figure 1 illustrates, data collected from school districts through the Public Education Information Management System (PEIMS) or provided by test contractors are compiled for each school year. These AEIS data are the primary source for accountability evaluations and reports.

Figure 1.
Overview of Academic Excellence Indicator System (AEIS)


Data Sources
• Public Education Information Management System collections: student, staff, and financial data
• National Computer Systems: Texas Assessment of Academic Skills (TAAS) results
• College Board / ACT Inc.: College admissions test results
• Educational Testing Service / International Baccalaureate (IB) Org.: Advanced Placement and IB test results
Policy Input
• District and campus administrators
• Focus groups: educators, policymakers, business leaders
• Texas Legislature
• State Board of Education
• Commissioner of Education
Academic Excellence Indicator System
Accountability Procedures
• District and campus ratings
• Statutory reward programs
• Sanctions for poor performance
• System safeguards
Accountability Reports
• District and campus AEIS reports
• School report cards
• Snapshot
• Pocket Edition
• Annual Dropout Report

Published beginning with the 1990-91 school year, AEIS reports include performance indicators designed to measure the educational progress of campuses and districts. Since 1994, the accountability system has distinguished between three types of performance indicators: base, additional, and report-only. (For a detailed description of components of the AEIS, see the TEA *Accountability Manual* [cf. TEA, 2001a].) From 1994 to 2000, the base indicators were defined as the attendance rate for Grades 1-12, the annual dropout rate for Grades 7-12, and performance on the Texas Assessment of Academic Skills (TAAS). Starting with the 2001 ratings cycle, the attendance rate was made an additional indicator, reducing the number of base indicators to two. Thus, annual dropout rates and TAAS performance are used to determine district and campus ratings. These indicators are evaluated for individual student groups (African American, Hispanic, White, and economically disadvantaged), as well as for all students.

Additional indicators (such as college admissions testing results, participation in the State Board of Education's recommended high school program, and now attendance rates) are measured against standards but do not affect accountability ratings. Instead, districts and campuses may receive acknowledgment for high levels of performance on these indicators. Report-only indicators (such as Advanced Placement/International Baccalaureate test results and advanced course completion) are included in AEIS reports, but state standards for these indicators are not set. The AEIS reports also include school district profile data, such as student and teacher demographic information, that provide a context for interpreting

the performance data. There are four standard ratings for districts and campuses: *Exemplary, Recognized, Academically Acceptable/Acceptable,* and *Academically Unacceptable/Low-Performing.* Other labels can be applied in special circumstances outside the standard rating procedures.

Typically, when a new base or additional indicator is added to the AEIS, it is phased in over three years. In the first year, data are collected and reported to establish benchmarks, which are then used to set standards for the future. For the next two years, the data are reported back to school districts and campuses to provide opportunities for familiarization with the indicator, for data collection refinements that may need to occur, and for advance local planning. In the fourth year, the indicator is used for ratings or acknowledgment.

Standards for performance on the base indicators are also phased in over time. Table 1 shows past and future changes to the dropout rate standards in the accountability system. In 1994, annual Grade 7-12 dropout rates for the 1992-93 school year were used for *Exemplary* and *Recognized* ratings only. A dropout rate of 1 percent or less was required for a rating of *Exemplary,* and a rate of 3.5 percent or less was required for a rating of *Recognized.* In 1995, TEA began using annual dropout rates for all ratings categories. A dropout rate standard of 6.0 percent or less was established for a district rating of *Accredited* (now called *Academically Acceptable*) or a campus rating of *Acceptable.* More rigorous dropout standards are planned for the future. In 2001, the maximum dropout rates allowed for ratings of *Recognized* or *Academically Acceptable/Acceptable* were decreased to 3.0 percent and 5.5 percent, respectively. Each will decrease by another 0.5 percentage points in 2002. In 2004, longitudinal secondary school completion/student status rates will be incorporated in the accountability ratings.

Table 1.
Dropout Rate Standards in the
Texas Public Education Accountability System, 1994-2002

	1994	1995-2000	2001	2002
Dropout Rate Standards, Grades 7-12 *(for all students and each student group)*				
Exemplary	≤1.0%	≤1.0%	≤1.0%	≤1.0%
Recognized	≤3.5%	≤3.5%	≤3.0%	≤2.5%
Academically Acceptable[a] */ Acceptable*	n/a	≤6.0%	≤5.5%	≤5.0%
Academically Unacceptable[a] */ Low-performing*	n/a	>6.0% [b]	>5.5%	>5.0%

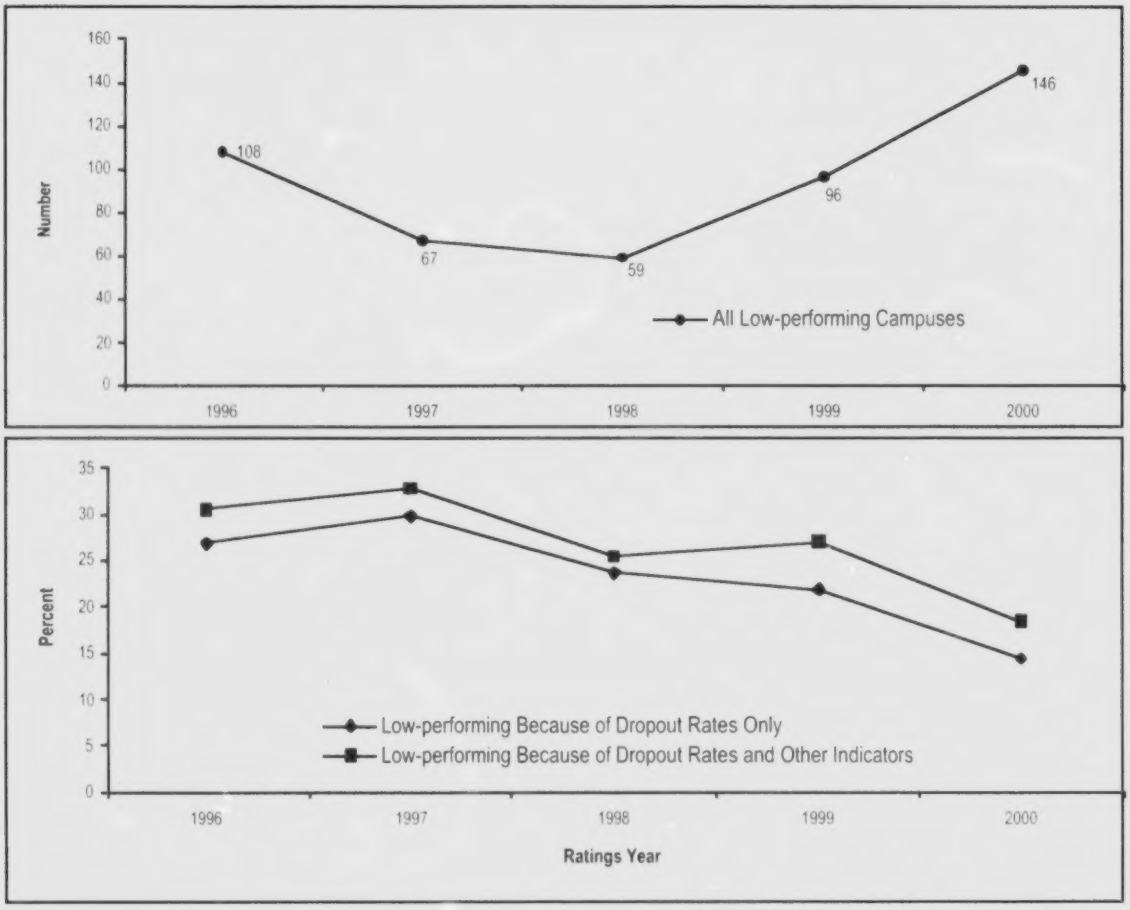
Note: Student groups are: African American, Hispanic, White and economically disadvantaged.

[a] For 1994 through 1996, the district ratings used were: *Exemplary, Recognized,* and *Accredited Warned.* A statutory change in 1997 resulted in use of the current rating labels. [b] Special conditions for a single dropout rate exceeding the *Acceptable* standard apply.

Since a dropout indicator was incorporated in the accountability system in 1994, the percentage of *Low-performing* campuses rated *Low-performing* because of dropout rates has generally declined (see Figure 2). Of the 146 campuses statewide rated *Low-performing* in 2000, 27 campuses (18.5%) had a dropout rate greater than 6.0 percent. The number of campuses rated *Low-performing* because of dropout rates decreased from 33 in 1995 to a low of 15 in 1998. In 2000, the number increased to 27.

BEST COPY AVAILABLE

Figure 2.
Number of *Low-performing* Campuses and Percentage Rated *Low-performing* Because of Dropout Rates, Texas Public Schools, 1996-2000



	1996	1997	1998	1999	2000
Dropout Rates Only, %	26.9	29.9	23.7	21.9	14.4
[a]Dropout Rates and Other Indicators, %	30.6	32.8	25.4	27.1	18.5

[a]Includes campuses rated *Low-performing* because of dropout rates only.

Monitoring Student Progress

History of Data Collection

In 1984, when education reform in Texas began to focus on accountability for student performance, TEA collected a wide variety of school district information using some 200 separate paper forms. These aggregated data provided educators, policymakers, and the public with a broad sense of the direction of public education in the state. Nevertheless, because data collection and reporting procedures were not standardized, there were inconsistencies across districts in definitions, calculations, and reports. This limited the usefulness of the student data for detailed evaluation of campus and district performance trends.

When the Texas Legislature passed House Bill (HB) 72 in the summer of 1984, it became necessary to develop a comprehensive, coordinated database of public education information. The system had to allow student performance and progress to be measured accurately, evaluated fairly, and reported publicly in a timely manner. After two years of development, the State Board of Education (SBOE) in 1986 approved implementation of the Public Education Information Management System (PEIMS).

The first PEIMS data collection took place in the fall of 1987. Districts were responsible for reporting organizational, financial, and staff information. The following year, dropout records became the first individual student data records submitted through PEIMS. A Person Identification Database (PID) system was implemented shortly thereafter, enabling records for an individual to be linked across collections by matching identification information. With student-level data and a system for linking student records, TEA could produce automated aggregations of campus-, district-, and state-level information.

In 1990-91, districts began submitting student-level enrollment and graduation records. This information, combined with the dropout record, enabled TEA to look at different statuses attained by students on an annual basis. It also became possible for the first time to consider tracking student progress across multiple years. As PEIMS continued to evolve, refinements in data collection, processing, and reporting helped meet the growing demand for reliable information about public education. The desire for a more comprehensive and accurate accounting of reported student outcomes led to a major change in data submission requirements in 1998-99. Currently, there are four data collections per school year, each with submission and resubmission deadlines.

Leaver Reporting System

Reporting Requirements

Before the 1997-98 school year, districts were required to report only students in Grades 7-12 who graduated or dropped out. The statuses of students who left school for other reasons were not reported through PEIMS. Since the 1997-98 school year, school districts have had to report the statuses of all students who were enrolled or in attendance in Grades 7-12. The following fall, returning students are reported on enrollment records; students who left during the year or did not return are reported on "leaver records." Using the leaver record, districts now report up to 3 of 43 leaver reason codes to describe the circumstances of a student's departure.

Based on the leaver reason codes, school leavers are categorized as graduates, dropouts, or other leavers. Other leavers include students who withdraw: to enroll in other public or private schools in the state; to enroll in schools outside the state; to enroll in colleges or GED preparation programs; or to enter home schooling. See Appendix A for the number of students reported under each leaver reason code for the 1997-98, 1998-99, and 1999-00 school years.

Procedures for Assessing Reporting

To determine whether districts have accounted for all students enrolled or in attendance in Grades 7-12, TEA compares the fall enrollment and leaver records with the enrollment and attendance records submitted the previous year. Students are matched across years on student identification number (social security number or state identification number), last name, first name, and date of birth. Student identification number must match, plus any two of the other three criteria. Based on these comparisons, student records are placed in three groups:

1. students for whom enrollment or leaver records are expected and are received;
2. "underreported" students for whom enrollment or leaver records are expected but are not received; or
3. "overreported" students for whom leaver records are received when none are expected.

TEA also compares the overreported and underreported leaver records within individual school districts, removing students from the two lists when there is a high degree of matching between the two sets of records. As a result, underreported and overreported student records that are attributable solely to student identification errors are eliminated. It is still possible that some student records cannot be matched due to discrepancies in student identification information.

Leaver records are also subjected to an automated statewide process to exclude some reported dropouts from dropout rate computations as appropriate for accountability purposes. For example, if a reported dropout is discovered to have remained enrolled in a public school somewhere in the state, received a GED certificate, or graduated from a Texas public school, the record is excluded from the official dropout count. Records for non-dropout leavers were also subjected to this process.

TEA then determines, on a district-by-district basis, counts of returning students, overreported and underreported student records, graduates, dropouts, and other leavers. Underreported student records as percentages of reported students are also calculated.

Accountability Safeguards

Leaver data represent a more complete set of student withdrawal information that can be better monitored at the state level. Data used to rate districts and campuses undergo routine screening before and after release of the accountability ratings to validate data integrity.

Overview of Leaver Data Processing

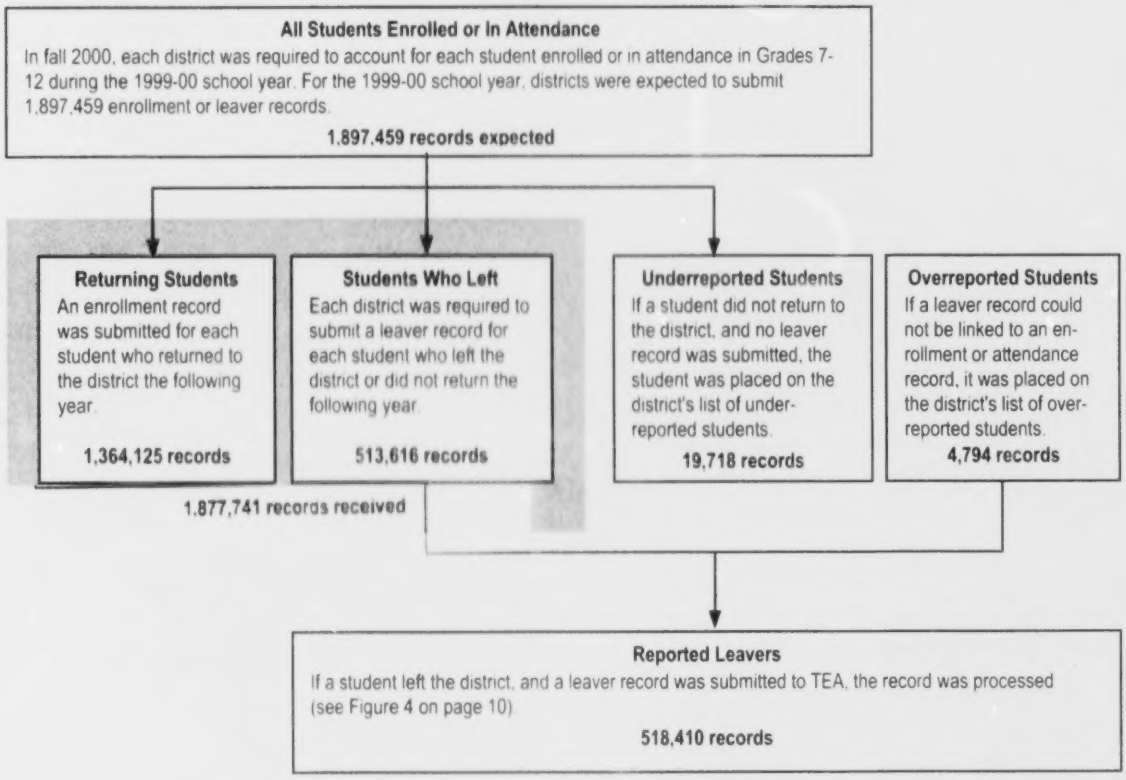
PEIMS data, including leaver records, are submitted by school districts to TEA. The regional Education Service Centers (ESCs) are responsible for ensuring compliance with basic reporting requirements and schedules. Data checks are performed at TEA as part of initial data processing. Each district receives a list of potential underreported students – those Grade 7-12 students served the previous year for whom the district has not submitted either enrollment records (for returning students) or leaver records (for graduates, dropouts, and other leavers). Districts have the opportunity to correct and resubmit their data before the resubmission deadline. The due date for the fall data submission that includes the leaver data is early December. The resubmission deadline is mid-January.

After TEA receives the final PEIMS data submission, an automated statewide search of other data files is conducted. The search identifies students reported to have dropped out or withdrawn who did not do so. This includes students who are found enrolled in public school somewhere else in the state, students appearing on the GED information file as having received GED certificates, students reported as having graduated, and any students who have been identified as dropouts in previous school years.

(continued on next page)

BEST COPY AVAILABLE

Figure 3.
Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 1999-00 (Phase I)


All Students Enrolled or In Attendance
In fall 2000, each district was required to account for each student enrolled or in attendance in Grades 7-12 during the 1999-00 school year. For the 1999-00 school year, districts were expected to submit 1,897,459 enrollment or leaver records.
1,897,459 records expected
Returning Students
An enrollment record was submitted for each student who returned to the district the following year.
1,364,125 records
Students Who Left
Each district was required to submit a leaver record for each student who left the district or did not return the following year.
513,616 records
Underreported Students
If a student did not return to the district, and no leaver record was submitted, the student was placed on the district's list of under-reported students.
19,718 records
Overreported Students
If a leaver record could not be linked to an enrollment or attendance record, it was placed on the district's list of over-reported students.
4,794 records
1,877,741 records received
Reported Leavers
If a student left the district, and a leaver record was submitted to TEA, the record was processed (see Figure 4 on page 10).
518,410 records

TEA screens district data to ensure that districts have accounted for all students who attended Grades 7-12. There must be one record per student per district attended. A student who attends more than one district during the school year is included in the count for each district attended.

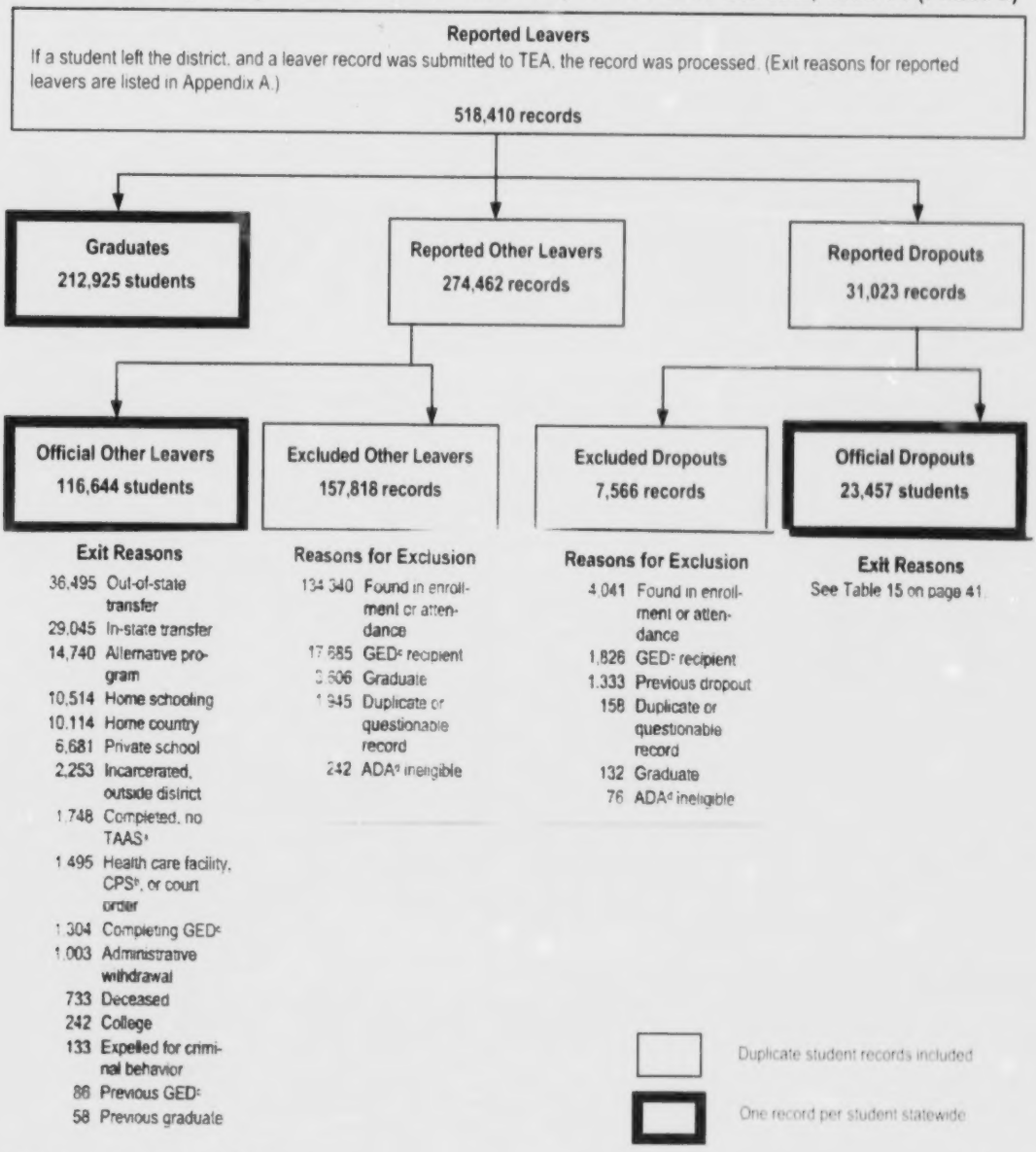
Overview of Leaver Data Processing (cont.)

Once this process is completed, TEA calculates the annual dropout rate for each campus and district with Grade 7-12 enrollment, for all students and for each student group (African American, Hispanic, White, and economically disadvantaged). These rates, together with TAAS scores, serve as academic excellence indicators and are used to determine for each district and campus an accountability rating of either *Exemplary*, *Recognized*, *Academically Acceptable/Acceptable*, or *Academically Unacceptable/Low-performing*. The agency also calculates longitudinal completion/student status rates to meet legislative reporting requirements and public information needs.

Following release of the ratings each year, the commissioner of education convenes an accountability advisory group of educators, policymakers, and other stakeholders to review issues that arose during the rating cycle and changes proposed for the following year. As necessary, focus groups of educators are appointed to study issues and bring recommendations to the advisory group. Changes to the dropout definition and calculation of the annual dropout rate, as well as leaver data quality issues that have emerged since the inception of the accountability system, have been reviewed by the accountability advisory group. The accountability dropout definition and use of a completion rate in the accountability rating system will be among the topics addressed by a focus group in 2001 to study issues related to the dropout indicator.

BEST COPY AVAILABLE

Figure 4.
Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 1999-00 (Phase II)



TAAS = Texas Assessment of Academic Skills
CPS = Child Protective Services
GED = General Educational Development certificate
ADA = Average Daily Attendance

Leaver processing determines whether a student is a leaver, and if so, whether the student is a graduate, official dropout for accountability purposes, or an official other leaver. Each student can have only one record statewide as either a graduate, official dropout, or official other leaver.

For 1997-98, data inquiries initiated by the agency focused on underreported students. For 1998-99, a comprehensive desk audit of leaver reporting was implemented as part of the standard accountability system safeguards. A combination of broad analyses of leaver data quality and analyses of specific leaver reason codes is currently used to identify districts with underreported students and leavers likely reported with incorrect leaver reason codes. For example, TEA can search enrollment records to determine if students reported as leaving with the intent to enroll in other Texas public school districts actually enrolled elsewhere. In addition, leaver reporting patterns in a district can be compared from year to year, as well as to reporting patterns of other districts in the region. TEA has the ability to identify school districts that show dramatic increases in students moving out of state or that report many more students moving out of state than reported by neighboring districts. Beginning with 2001-02 school year dropout data, districts will be required to submit to TEA an audit report of their dropout data (HB 1144, 77th Texas Legislature).

School districts with serious and systematic data reporting problems are subject to investigation. Districts investigated for data quality are automatically subject to examination the following year to determine whether problems persist. A district with data problems is first contacted by telephone and letter. If questions remain, an investigation team visits the district to examine documentation. In the 2000 ratings cycle, site visits to audit leaver records were conducted in 20 regular school districts and 27 open-enrollment charter schools. In addition, site visits were made to 15 randomly selected districts to audit leaver records. Follow-up desk reviews of leaver data were carried out for 24 districts that had received site visits the year before.

Policymakers are currently focusing on the number of underreported students as a measure of the accuracy of leaver reporting. School districts can produce a list of potential underreported students in their initial fall data submissions. Districts then have the opportunity to correct errors and omissions before the resubmission deadline. The corrections remove many students who had been on the preliminary lists of underreported student records. Following resubmission, additional processing is done to finalize the list of underreported students.

Results of PEIMS Leaver Collections

Underreported Students

Statewide, districts accounted for 99.0 percent (or 1,877,741 students) of the students who were enrolled or in attendance in Grades 7-12 in 1999-00 (see Figure 3 on page 9). Only 1.0 percent (or 19,718) of the students in Grades 7-12 in 1999-00 were underreported.

1999-00 was the third year the leaver record was used, and reporting improved over 1998-99. In 1999-00, there were only 19,718 underreported student records, compared to 21,432 underreported student records in 1998-99 (see Table 2 on page 12). On a percentage basis, students enrolled or in attendance in Grades 7-12 who had not been accounted for dropped to 1.0 percent from 1.1 percent in 1998-99. The improvements in leaver reporting in 1998-99 appeared to have resulted from more accurate student identification and better reporting of students transferring to other Texas public school districts. In 1999-00, improvements were more modest and primarily attributable to more accurate student identification.

For 1999-00, one district had more than 1,000 underreported student records, and 53 had more than 10 percent underreported student records. For 1998-99, no district had more than 1,000 underreported student records, and 55 districts failed to account for more than 10 percent of students enrolled. The number of districts that accounted for all students (i.e., had no underreported students) continued to increase — from 79 in 1997-98 to 317 in 1998-99 to 443 in 1999-00.

Table 2.
Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 1997-98 Through 1999-00

	1997-98	1998-99	1999-00
Returning Students	1,325,546	1,345,536	1,364,125
Graduates	197,186	203,393	212,925
Official Other Leavers	114,421	118,488	116,644
Excluded Other Leavers	122,980	149,096	157,818
Official Dropouts	27,550	27,592	23,457
Excluded Dropouts	10,312	9,189	7,566
Underreported Students	67,281	21,432	19,718

White and Hispanic students accounted for the largest numbers of enrollment and leaver records combined, as well as the largest numbers of underreported records (see Table 3). African American students were overrepresented among underreported students; they constituted 14.4 percent of the students on the roster, but 23.1 percent of the underreported student records.

School Leavers Reported by Districts

Of the 518,410 students who were reported to have left school in 1999-00, 41.1 percent (212,925) were graduates (see Figure 4 on page 10 and Figure 5). Just over 25 percent moved to other districts in the state. A total of 23,457 (4.5%) dropped out, and 116,644 (22.5%) left the Texas public school system for reasons other than dropout reasons. See Table B-1 in Appendix B for a comparison of 1997-98, 1998-99, and 1999-00 leaver results after TEA data processing.

Consequences of Inaccurate Reporting

In 1999, following analysis of the first leaver data collection, new accountability ratings were created for districts and campuses with serious and systematic data reporting problems. The new district rating (*Unacceptable: Data Quality*) and new campus rating (*Acceptable: Data Issues*) were assigned when

Table 3.
Reported and Underreported Student Records in Grades 7-12, by Ethnicity, Texas Public Schools, 1999-00

	Records Received[a]		Underreported Records	
	Number	Percent of Total	Number	Percent of Total
African American	269,817	14.4	4,562	23.1
Asian/Pacific Islander	49,979	2.7	527	2.7
Hispanic	690,360	36.8	6,428	32.6
Native American	5,235	0.3	80	0.4
White	861,425	45.9	8,121	41.2
All Students	1,876,816	100	19,718	100

Note. Parts may not add to 100 percent because of rounding.

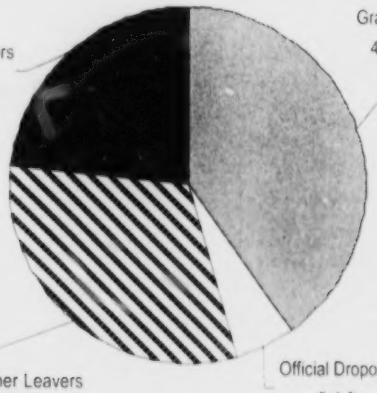
[a]Students enrolled in Grades 7-12 in 1999-00 for whom districts submitted either enrollment or leaver records the next fall.

Figure 5.
School Leavers Reported by Districts, Texas Public Schools, 1998-99 and 1999-00

School Year 1998-99

Reported Exit Reason

7.2%	Out-of-state transfer
6.5%	In-state transfer
2.9%	Alternative program
1.8%	Return to home country
1.8%	Home schooling
1.3%	Private school
1.8%	Other exit reasons



Reason for Exclusion

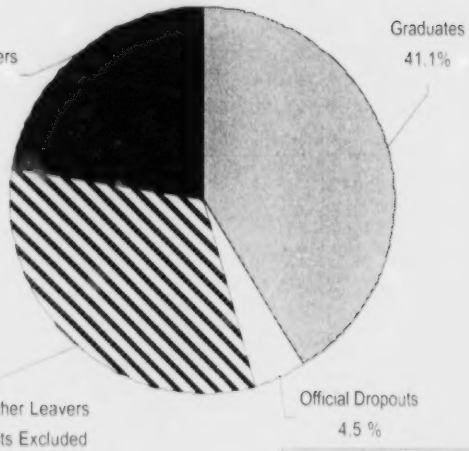
26.6%	Found in enrollment or attendance
4.6%	Excluded for other reasons

This percentage equals the portion that dropouts represent of all reported leavers. It differs from the annual dropout rate, which is based on all students in attendance.

School Year 1999-00

Reported Exit Reason

7.0%	Out-of-state transfer
5.6%	In-state transfer
2.8%	Alternative program
2.0%	Home schooling
2.0%	Return to home country
1.3%	Private school
1.7%	Other exit reasons



Reason for Exclusion

26.7%	Found in enrollment or attendance
5.2%	Excluded for other reasons

This percentage equals the portion that dropouts represent of all reported leavers. It differs from the annual dropout rate, which is based on all students in attendance.

errors in the leaver data seriously compromised the ability of TEA to calculate dropout rates and, thus, determine an accurate performance evaluation. Initially, two districts and 32 campuses were assigned the new ratings. A number of ratings were changed as a result of investigations conducted following release of the ratings. When 1999 ratings were finalized, four districts received the *Unacceptable: Data Quality* rating due to errors in leaver data, and 36 campuses received the *Acceptable: Data Issues* rating.

Accountability ratings for districts with leaver data problems were handled differently in 2000. Districts that exceeded a threshold for either the number or percentage of underreported students in Grades 7-12 could not be rated higher than *Academically Acceptable* in 2000. The thresholds were 1,000 or more underreported students or 10 percent or more underreported students. (Lower thresholds could trigger data inquiries but not immediate rating consequences.) The new label for the district rating assigned because of poor data quality is *Suspended: Data Inquiry*. The district rating is in effect until an agency investigation determines an appropriate performance-based rating. If the commissioner assigns a district rating of *Suspended: Data Inquiry*, then campuses affected by the data in question will also be rated *Suspended: Data Inquiry* until an agency investigation determines otherwise. No districts or campuses received the *Suspended: Data Inquiry* ratings in 2000. However, nine districts that would otherwise have been rated *Recognized* or *Exemplary* received *Academically Acceptable* ratings in 2000 due to large percentages of underreported students.

PEIMS Resources

Districts have been provided with a number of tools to assist them in reducing data errors before and during data submission. Published annually by TEA, the *PEIMS Data Standards* provide detailed reporting requirements, data element definitions, and TEA contact information. Question and answer documents produced periodically are distributed to every school district and ESC and made available on the TEA website.

The leaver reason code table in the *1999-00 PEIMS Data Standards* (TEA, 1999) included 41 leaver reason codes to identify why students left school. The high number of calls received from district and Education Service Center (ESC) PEIMS coordinators during the 1999-00 fall data submission period demonstrated that distinctions between the leaver reason codes were not always clear. For this reason, an expanded leaver reason code table with a definition/clarification for each code was added to the *2000-01 PEIMS Data Standards* (TEA, 2000b) (see Appendix C). At the same time, the leaver reason code table was revised with fewer codes organized into broad categories. The new code table will be used for the 2002-03 PEIMS data submission, the earliest that districts could make the changes needed to implement a new code table.

The *PEIMS Data Standards* require that districts have documentation to support the assigned leaver reason code. Questions about use of specific leaver reason codes are often related to questions about the documentation requirements for the code. To assist districts in meeting these requirements, specific documentation standards for each leaver reason code were prepared as an addendum to the *2000-01 PEIMS Data Standards* (see Appendix C).

PEIMS coordinators in each ESC serve as consultants to the school districts in preparing their data submissions, as well as providing training and technical assistance. At the request of ESC PEIMS coordinators, TEA staff conduct workshops for district and ESC staff who work with the PEIMS data. A training-of-trainers format is used to assist participants in further disseminating the information. Workshops conducted through the Texas Education Telecommunications Network (TETN) videoconferencing network reach a broader audience and allow interactions between staff from the different ESC regions. Twice a year, one- or two-day PEIMS coordinator training sessions are held in Austin to review changes to the *PEIMS Data Standards*.

A Person Identification Database (PID) error rate policy being phased in over six years beginning in 2000-01 will require that the student identifying information provided to TEA as part of each district's PEIMS data submissions meet a standard for accuracy. Student data submitted in 2005-06 must have 10 or fewer student records with PID errors or a PID error rate of 1.0 percent or lower. The PID system is used by TEA to manage and store identifying information on students reported to TEA through PEIMS. The system verifies that social security number (or alternative identification), last name, first name, and date of birth match on every record submitted for an individual. Although the overall PID error rate for the state has declined with each data submission since student enrollment data were first collected in 1990-91, PID errors continue to complicate efforts to link data across two or more data submissions. PID errors do not affect the calculation of the annual dropout rate. However, longitudinal performance measures of school completers and school leavers require linking many years of data. In addition, greater reliance is being placed on desk audits of district leaver data submissions. Because these audits require that student data be linked across years, the accuracy of PID information has become more critical. Moreover, inaccuracies in student identification information can cause students for whom records have been submitted to appear on district lists of underreported students.

Software made available to districts shortly after the beginning of each school year enables them to identify potential data problems and correct data errors before the data submission is due. In 1999-00, TEA introduced a web-based enhancement that gives districts more lead time to correct PID errors before submitting their PEIMS data to TEA.

The PEIMS web page (http://www.tea.state.tx.us/peims/) also provides on-line access to general information about PEIMS, the *PEIMS Data Standards*, other reporting instructions, and contact information for inquiries. Individuals can request to be notified by e-mail anytime new information related to PEIMS is posted on the TEA website.

Policy Issues Regarding Data Quality and Leaver Reporting

Overview

The credibility of the accountability system depends in part on the reliability of the data used in the performance measures. Leaver reporting represents a dramatic improvement in the ability to account for all students in the Texas public education system. Four years' worth of leaver data will provide sufficient information to track students individually over their high school careers as they enter and leave the system for different reasons. In combination with other data sources, the leaver reporting system can provide a more accurate picture and a better understanding of long-term student progress in the state. As the leaver reporting system evolves, policymakers remain mindful of a number of data quality issues.

Underreported Student Records

Underreported students, those Grade 7-12 students served for whom districts fail to submit leaver or enrollment records the next year, are not factored into the dropout calculation. Although leaver reporting has improved significantly since it was implemented in 1998, there are lingering concerns that school districts may not be identifying all of their dropouts.

The primary drawback to counting underreported students as dropouts is that the dropout rate would change from a dropout measure to a measure of dropouts and data reporting problems combined. Trying to use the dropout definition to correct a data quality problem would produce a dropout rate that is no longer meaningful as an indicator of educational performance.

In-State Transfers

Out of 155,711 students reported to have withdrawn in 1999-00 to transfer to other public school districts in the state, 29,041 students (19 percent) could not be found in the enrollment records submitted by other districts. In over 80 percent of the cases, students for whom the district received transfer requests or who withdrew with documented intent to enroll in other Texas public school districts actually did so and were found in enrollment files or other public education data files (see Figure B-1 in Appendix B). Some of the students who withdrew intending to enroll elsewhere may not have been found because their student records did not match; others, because they enrolled in private schools, alternative schools or GED preparation programs, or were being home schooled. It is also possible that some never returned to school.

Districts are not required to track students who withdraw with intent to enroll elsewhere to confirm that they do re-enroll. Documentation at the time the student withdraws from school that shows intent to enroll elsewhere has been considered sufficient evidence that the student is not a dropout under both the Texas and national definitions. This documentation is typically a withdrawal form signed by the parent, although other types of documentation are accepted (see Appendix C).

The percentage of students who withdrew to move to another public school but could not be found in enrollment in a public school dropped from 31 percent in 1997-98 to 19 percent in 1999-00. Nevertheless, concerns remain that students who fail to re-enroll elsewhere are never counted as dropouts. The primary drawback to adding unverified transfers to the dropout count is that the status of these students is not known. Adding students who may not be dropouts to the dropout rate would distort the meaning of the dropout measure and decrease its effectiveness as a performance indicator. As part of the accountability system safeguards audit process, districts with unusually high percentages of unverified in-state transfers are investigated.

Data Documentation and Investigations

Leaver data are self-reported by districts, unlike test results, which are reported directly to TEA by the testing companies. A 1996 audit by the State Auditor's Office (SAO, 1996) and TEA data investigations in 1999 found that districts often did not have sufficient documentation on student withdrawals. In some cases, investigators found no documentation. In other cases, however, districts were not clear about the types of documentation required. Given the high stakes associated with use of leaver data in the accountability system, concerns persist about the accuracy of the data submitted by districts.

While TEA has taken steps to clarify data reporting requirements, resources available to monitor the accuracy of district submissions continue to be limited. Some audits can be completed at the agency, but others require on-site visits. Because few staff are available to conduct inquiries, data investigations must focus on the most serious problems identified. Consideration must be given as well to limited means at the district level. School districts have had to redirect financial and staff resources to the task of determining the whereabouts of students who left without notifying them.

Legislation passed in 2001 requires all districts to have their dropout data audited by an independent auditor, beginning with the 2001-02 dropout data submitted in fall 2002. The scope and format of the audit, and use of audit results in the accountability system, will be determined by the commissioner of education.

Measures of Student Progress Through Secondary School

Reporting and Use of Measures

For more than a decade, TEA has used data collected annually from school districts to produce various counts and rates that represent the degree to which students are successfully completing school. Which measures are reported and how they are used have changed over time in response to numerous factors, such as data quality and computer technology, research and evaluation needs, policy requirements, and public interest.

Statewide public reporting of student performance and progress began in 1985-86. A year before, the Texas Legislature had passed a law (Texas Education Code [TEC] §21.258, 1986) requiring that all school districts publish annual performance reports (APR). The reports were intended to inform communities about the quality of education in their school districts and to provide educators and policymakers with information needed to analyze performance trends. For the most part, APRs were produced by the districts themselves, although the reports began to include aggregate student data collected and compiled by TEA shortly after they were introduced. In 1988, the reports included agency counts of district enrollment and high school graduates.

Responding to growing public concern about dropouts, TEA supplemented APR data with annual reports on public school dropouts (TEA, 1989). Using PEIMS student-level data, the report presented actual annual dropout counts and rates for Grades 7-12 by county, district, and campus. It also included five-year projections of cross-sectional and longitudinal dropout rates for the state, as mandated by statute (TEC §11.205, 1988).

In 1989, the Texas Legislature required the State Board of Education to adopt a set of student performance indicators that would serve as the basis for school district accreditation (TEC §21.7531, 1990). When the Academic Excellence Indicator System was established a year later, annual AEIS reports replaced the agency information previously distributed through APRs. Among the initial performance indicators adopted by the board and reported through AEIS were annual graduation and dropout rates. In 1991, TEA began reporting these rates in two additional publications: *Snapshot*, a compilation of district profile data; and *Pocket Edition*, a small brochure highlighting statewide education statistics.

With adoption of Chapter 35 of the Texas Education Code in 1993, the legislature directed that AEIS data form the foundation of a performance-based accountability system to rate school districts and campuses. One of the performance indicators targeted in statute for this purpose was dropout rates. In 1994, annual Grade 7-12 dropout rates from the prior year were used for *Exemplary* and *Recognized* ratings only. The next year, TEA began using annual dropout rates in the accountability system for all ratings categories. Also in 1995, the agency was required to report detailed information about dropouts in the *Comprehensive Biennial* and *Interim Reports* to the Texas Legislature (TEC §39.182 and §39.185, 1996). In 2001, dropout data will be reported to the legislature in a *Comprehensive Annual Report* (Senate Bill (SB) 702, 77th Texas Legislature).

Interest in reporting actual, rather than estimated, longitudinal indicators of student success or failure in school had remained high since student-level data were first collected through PEIMS in 1988. Such measures could provide valuable information about how well the public education system was serving students throughout their school careers. In 1996, TEA investigated using a high school completion rate as an alternative or supplement to an annual dropout rate in the accountability system (TEA, 1996a). Four-year completion rates for the classes of 1996 and 1997 were published as report-only indicators in the 1998 AEIS reports. By 1998, the agency had sufficient years of PEIMS data to follow the progress of a seventh-grade class of students individually through high school to determine their final statuses. Actual

Table 4.
Common Methods of Measuring Student Progress Through School

	Annual Dropout Rate	Completion/ Student Status Rate	Longitudinal Dropout Rate	Attrition Rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of 7th or 9th graders who graduate, receive a GED, or are still enrolled at the time the class graduates.	The percentage of students from a class of 7th or 9th graders who drop out before completing high school.	The percentage of students from a class of 9th graders not enrolled in Grade 12 four years later.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who drop out by the end of Grade 12, or the number who complete school, by the total number of students in the original 7th- or 9th-grade class. Students who transfer in over the years are added to the class; students who transfer out are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment four years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the four years.
Advantages	• Measure of annual performance. • Requires only one year of data. • Can be calculated for any school or district with students in any of the grades covered. • Can be disaggregated by grade level.	• More consistent with the public's understanding of a dropout rate. • Districts have more time to encourage dropouts to return to school before being held accountable. • More stable measure over time. • The completion/student status rate is a more positive indicator than the dropout rate, measuring school success rather than failure.		• Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	• Produces the lowest rate of any method. • May not correspond to the public's understanding of a dropout rate.	• Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. • Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. • Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal dropout and completion rates are often calculated for Grades 9-12. • Does not produce a dropout rate by grade.		• Produces the highest rate of any method. • Does not distinguish attrition that results from dropping out from that resulting from grade-level retentions, transfers to other schools, early graduation, etc. • Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. • Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by TEA since 1987-88. This is the rate used in the accountability system.	The method used to calculate the 1998-99 completion/ student status rate was revised so the longitudinal dropout rate and completion/student status rate add to 100%.	TEA began calculating an actual Grade 7-12 longitudinal dropout rate with the 1997-98 school year.	The attrition rate reported by TEA is not adjusted for growth.
TEA 1998-99	Annual dropout rate: Grades 7-12 **1.6%** Grades 9-12 **2.2%**	Completion/ student status rate: Grades 7-12 **91.0%** Grades 9-12 **91.5%**	Longitudinal dropout rate: Grades 7-12 **9.0%** Grades 9-12 **8.5%**	Unadjusted attrition rate: Grades 7-12 **25.7%** Grades 9-12 **36.6%**
TEA 1999-00	Annual dropout rate: Grades 7-12 **1.3%** Grades 9-12 **1.8%**	Completion/ student status rate: Grades 7-12 **92.3%** Grades 9-12 **92.8%**	Longitudinal dropout rate: Grades 7-12 **7.7%** Grades 9-12 **7.2%**	Unadjusted attrition rate: Grades 7-12 **25.0%** Grades 9-12 **36.6%**

Grade 7-12 longitudinal dropout rates for the class of 1998 were included in AEIS a year later. The dropout rates for 1997-98 were the first to incorporate data collected through the comprehensive leaver reporting system.

Starting last year, separate longitudinal dropout rates and completion rates were replaced with a four-year high school completion/student status series. The new series is made up of four complementary longitudinal rates: graduation, GED, school continuation, and dropout. Using a revised method, the four rates add to 100 percent. Completion/student status rates appeared for the first time as report-only indicators in the 2000 AEIS reports. In 2001, the Texas Legislature added the Grade 9-12 completion rate to the list of performance indicators in statute.

Comparing Completion and Dropout Rates

Components of Rates

While a number of different rates are currently used to measure the degree to which students either leave school or complete their education, the distinctions between them are not always clear. To understand how and why dropout and completion rates vary, it is important to look at some of the factors that can affect how they are calculated. These include the definition of a dropout or of school completion, the accuracy of the data, the time period covered, and the student population considered. Some rates, for example, are annual, whereas others cover multiple years. Some are based on actual student-level data, whereas others use estimated student counts. Table 4 compares the most common methods of calculating dropout and completion/student status rates, advantages and disadvantages of each, and the rates they produce for the 1998-99 and 1999-00 school years. Descriptions of the different methods follow.

Annual Dropout Rates

Description. The annual dropout rate is the percentage of students who drop out of school during one school year.

Calculation. An annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the total number of students enrolled that same year. Annual dropout rates reported by different organizations may differ because: (1) different grade levels are included in the calculation; (2) dropouts are defined and counted differently; (3) total student counts are taken at different times of the school year; or (4) the data systems employed provide different levels of precision.

Advantages. An annual dropout rate measures what happens in a school, district, or state during one school year and can be considered a measure of annual performance. Because it is based on a simple mathematical operation and requires data for only one school year, it has the greatest potential to produce accurate rates that are comparable across schools, districts, or states. It can be calculated for any school that has students in any of the grades included in the calculation, allowing the largest number of campuses to be included in an accountability system.

Annual dropout rates can also be calculated for student groups based on demographic characteristics (ethnicity, socioeconomic status, age), special program participation (special education, bilingual/English as a second language), or other educational factors (grade level, at risk, overage for grade). This makes an annual dropout rate a practical tool to help educators determine who is dropping out and why – essential information for developing and evaluating dropout prevention and recovery programs.

Disadvantages. Because an annual dropout rate uses data for only one year, it produces the lowest dropout rate of any of the methods. There is concern that reporting low dropout rates may understate the severity of the dropout problem. This concern is based in part on the perception that an annual dropout rate is not consistent with the public's understanding of what a dropout rate is measuring.

Why Is the TEA Dropout Rate Low?

A concern underlying much of the criticism of the annual dropout rate for Texas reported by TEA is that it understates the problem of dropouts in Texas. Following are some of the reasons the TEA dropout rate is low.

Dropout Definition

- **Grades covered.** By law, the TEA dropout rate includes students in Grades 7 and 8. Because these students drop out at much lower rates than high school students, including them brings down the rate. The Grade 7-12 annual dropout rate for 1998-99 was ***1.6*** percent, compared to ***2.2*** percent for Grades 9-12.
- **Data processing enhancements.** An automated data search allows TEA to remove students from the dropout count who are found to be enrolled elsewhere or to have graduated or received GED certificates. Although these students would not be considered dropouts under most definitions, a less sophisticated data processing system would not be able to identify and remove them. (Few states collect individual student-level data. Appendix D compares dropout information for many states.) Had these students not been excluded, the annual dropout rate would have increased .5 percentage points in 1998-99 – from ***1.6*** percent to ***2.1*** percent.
- **Accountability definition.** Some categories of students who would typically be considered dropouts are removed from the dropout count to avoid unintended consequences for students or unfairly penalizing districts for dropout circumstances outside their control. The following categories of students are considered dropouts by the National Center for Education Statistics (NCES) but are excluded from the TEA dropout count: (1) students who were counted as dropouts in previous school years; (2) students who withdrew to enroll in approved adult education GED preparation programs; (3) seniors who met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills (TAAS); (4) students who enrolled but were not eligible for state funding; and (5) students who were reported as dropouts from more than one district and whose last districts attended cannot be determined. Including these five categories of students in the dropout count in 1998-99 would have increased the annual dropout rate from ***1.6*** percent to ***2.6*** percent.

  To encourage districts to recover students who have dropped out, TEA excludes from the dropout count students who return to school by January the following school year. NCES requires that students be enrolled on the fall enrollment count date in October. Using the October return date would probably increase the dropout count significantly.
- **In-State Transfers.** In 1998-99, there were 32,798 students reported as withdrawing to enroll in other Texas public school districts for whom subsequent enrollment records were not found. Neither TEA nor NCES requires districts to track students who withdraw with intent to enroll elsewhere to confirm they do re-enroll. It is not known how many of these students enrolled out of state or in private schools, were being home schooled, or whose records could not be matched across data collections. Designating these students as dropouts would have increased the annual dropout rate from ***1.6*** percent to ***3.4*** percent.
- **GED Recipients.** GED recipients are not considered dropouts under either the TEA or NCES dropout definition or under the definitions used by most other states. Including GED recipients in the dropout count in 1998-99 would have increased the annual rate from ***1.6*** percent to ***2.1*** percent.

Dropout Rate Calculation

- **Annual rate.** The annual dropout rate is low compared to other rates because it is a "snapshot" rate, measuring how many students drop out during one school year. Longitudinal rates, on the other hand, measure how many students drop out before they finish high school, covering the four or six years from the time they enter Grade 9 or Grade 7. The Grade 7-12 annual dropout rate in 1998-99 was ***1.6*** percent, compared to a Grade 7 longitudinal dropout rate of ***9.0*** percent.
- **Cumulative enrollment.** TEA uses cumulative enrollment, rather than fall enrollment, in the dropout rate denominator. Although cumulative enrollment is the preferred count for calculating dropout rates, it can reduce the dropout rate by increasing the size of the denominator. The 1998-99 dropout rate was ***1.6*** percent using either enrollment count.

Data Quality

- **Underreported students.** In 1998-99, there were 21,432 Grade 7-12 students for whom districts failed to submit a leaver or enrollment record. This undoubtedly included many students whose records could not be matched to the prior-year records due to errors in student identifying information. Adding these underreported records in the dropout count would have increased the dropout rate from ***1.6*** percent to ***2.8*** percent.

Table 5.
Annual Dropout Rate (%), Grades 7-12 and Grades 9-12, by Student Group, Texas Public Schools, 1999-00

	Grades 7-12	Grades 9-12
African American	1.8	2.6
Asian/Pacific Islander	0.7	0.9
Hispanic	1.9	2.7
Native American	1.3	1.8
White	0.7	1.0
Economically Disadvantaged	1.3	1.9
State	1.3	1.8

TEA Reporting. An annual dropout rate was first calculated by TEA in 1987-88 as the number of dropouts from Grades 7-12 divided by the total number of students enrolled in Grades 7-12 the fall of that same year. The same calculation was used for the first five years of dropout reporting.

In 1992-93, districts began submitting individual student attendance records as part of the PEIMS data collection. For the first time, TEA was able to compute cumulative enrollment – the number of students in attendance in Grades 7-12 at any time during the previous school year. Cumulative enrollment more closely parallels the required reporting of dropouts, which covers students who drop out at any time during the school year and includes students who enroll after the fall enrollment count. Cumulative enrollment also provides the most consistent data for comparisons of dropout rates between districts and campuses with different mobility rates. For these reasons, cumulative enrollment replaced fall enrollment in the dropout rate calculation. This is the only change that has been made to the calculation during the 12 years the annual dropout rate has been reported by TEA.

Table 5 shows TEA 1999-00 annual dropout rates by ethnicity and socioeconomic status. In 1999-00, 1.3 percent of students in Grades 7-12 dropped out of school. (Annual dropout rates beginning with 1987-88 are presented in Table H-7 in Appendix H.) An annual dropout rate for Grades 9-12 was also calculated for 1999-00 dropouts. The statewide Grade 9-12 dropout rate was 1.8 percent.

Longitudinal Completion and Dropout Rates

Description. A completion rate is the percentage of students from a class of ninth graders or seventh graders who complete their high school education by their anticipated graduation date. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education.

Calculation. Calculating longitudinal rates requires tracking a class, or cohort, of students over five to seven years, from the time they enter Grade 9 or Grade 7 until the fall following their anticipated graduation date. The completion rate is the number of students who graduate or receive GED certificates, divided by the total number of students in the cohort who had final statuses. The rate may also include the statuses of students who remain in school after the class graduates. The longitudinal dropout rate is the number of students who drop out divided by the total number of students in the class. Students who transfer in over the years are added to the original class as it progresses through the grade levels; students who transfer out are subtracted from the class.

Longitudinal rates reported by different organizations may differ because they use: (1) different starting grades in the calculation (typically Grade 9 or Grade 7); (2) different definitions of a school

completer or dropout; (3) different definitions of a cohort or class of students; or (4) different underlying methods to calculate the rates. Few organizations have the data and computer capacity to track individual students over a number of years, so longitudinal rates are often estimated based on state-level data or sample data from surveys.

Advantages. One advantage of a longitudinal measure is that it is more consistent with the public's understanding of what a school completer or dropout is – someone who enters Grade 9 or Grade 7 and, during the next five or seven years, either completes high school or a GED, remains enrolled, or drops out. Also, districts have more time to encourage dropouts to return to school before being held accountable for those students. Because the status of a student is not determined until the fall after the anticipated graduation date, districts have up to five or seven years to bring dropouts back to school. A longitudinal measure can also be expected to be more stable over time than an annual measure. Fluctuations in an annual dropout rate may not necessarily reflect the long-term success or failure of the district's dropout prevention program.

The completion rate is more positive than the dropout rate, measuring school success instead of failure. Like most indicators of school success, an increase in the completion rate represents improved performance. Because separate rates can be reported for different ways to complete a high school program, such as graduating or receiving a GED certificate, completion rates can provide more information with which to evaluate districts than the dropout rate.

Disadvantages. Calculating a longitudinal rate requires linking individual student records from multiple sources across five or seven years. An error in basic identifying information can prevent linking one record to others for a student. The method also requires that decisions be made about how to classify students who change schools and move in and out of special programs over time. Changes in data collection practices and in the dropout definition over time must also be incorporated into the method.

Continuing students who drop out after their anticipated graduation date are never counted as dropouts under a longitudinal method. Tracking students for an additional year would undoubtedly result in changes in both directions – dropouts returning to school or receiving GED certificates and continuing students dropping out before they graduate.

Longitudinal rates can only be calculated for schools that have all the grade levels included in the rate and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools include Grades 7 and 8, high school completion rates are calculated for a class of Grade 9 students rather than a class of Grade 7 students.

A longitudinal method does not produce a dropout rate by grade. The completion rates and longitudinal dropout rates for special programs will reflect decisions about how to classify students who move in and out of those programs. For example, the longitudinal dropout rate for students in special education programs may include only those students who were receiving special education services the year they dropped out.

Improvements in dropout prevention programs may not be reflected in a longitudinal dropout rate immediately because the rate is based on the final status of a single class rather than all grades in the school. At the same time, many dropouts are not included in a longitudinal dropout rate until several years after they drop out. This means districts may be held accountable in one year for students who dropped out several years earlier.

TEA Reporting. Due to interest on the part of educators and policymakers in a longitudinal completion rate, TEA has calculated completion rates for five classes of ninth-grade students, the graduating classes of 1996 through 2000 (see Table H-10 in Appendix H). The method used to calculate these rates was revised so that the completion/student status rates and longitudinal dropout rate add to 100 percent. The completion/student status rates include three components: graduates, GED recipients, and continuing

Table 6.
Longitudinal Completion/Student Status Rates (%),
Grades 9-12, by Student Group, Texas Public Schools, Class of 2000

	Graduated	Received GED	Continued	Dropped Out	Total
African American	76.9	3.5	9.7	9.9	100
Asian/Pacific Islander	88.8	2.3	5.5	3.5	100
Hispanic	72.8	4.2	11.8	11.2	100
Native American	78.8	6.3	6.9	7.9	100
White	86.7	5.6	3.6	4.0	100
Economically Disadvantaged	72.6	4.7	11.2	11.6	100
State	80.7	4.8	7.3	7.2	100

Note. Parts may not add to 100 percent because of rounding.

students. The longitudinal dropout rate makes up a fourth component. The longitudinal rate is based on the same definition of dropouts used in the TEA annual dropout rate.

The longitudinal rates for 1999-00 track students who began Grade 9 for the first time in 1996-97. Completion/student status and longitudinal dropout rates are reported in AEIS district reports and on the campus reports for high schools with continuous enrollment in Grades 9-12 for the preceding four years. The four separate rates are reported, as shown in Table 6. About 80.7 percent of students in the class of 2000 graduated, 4.8 percent received a GED certificate, 7.3 percent were continuing in school after their class graduated, and 7.2 percent dropped out.

TEA calculated a Grade 7-12 longitudinal dropout rate for the first time in 1997-98. The longitudinal dropout rate for the class of 2000 tracks students who began Grade 7 in 1994-95. Table 7 shows TEA class of 2000 Grade 7-12 longitudinal dropout rates by ethnicity and socioeconomic status. Statewide, about 7.7 percent of students in the class of 2000 dropped out before completing high school. The longitudinal dropout rate for Grades 7-12 is higher than the rate for Grades 9-12 because it includes students who dropped out of Grades 7 and 8 as well as those who dropped out of Grades 9-12, while the cohort or class size remained about the same. Longitudinal completion/student status rates are also calculated for Grades 7-12. About 79.5 percent of the class of 2000 graduated, 4.7 percent received a GED certificate, and 8.1 percent were continuing in school after their class graduated.

Projected Dropout Rates. In addition to the annual dropout rates for Grades 7-12 and longitudinal dropout rates for Grades 9-12 for the current year, TEA is required to include in the *Comprehensive Annual Report* projected dropout rates for the next five years, assuming no state action is taken to reduce the dropout rate (SB 702, 77th Texas Legislature). The projections reflect the assumptions underlying the projection methods used. The annual projections are based on dropout rates by grade and ethnicity for the current year. The ethnic compositions of Grades 9-12 are projected to change over the next five years. The

Table 7.
Longitudinal Dropout Rate (%), Grades 7-12,
by Student Group, Texas Public Schools, Class of 2000

African American	10.3
Asian/Pacific Islander	3.9
Hispanic	12.1
Native American	9.7
White	4.2
Economically Disadvantaged	13.0
State	7.7

longitudinal projections are based on dropout rates by ethnicity for the most recent graduating class. The ethnic compositions of Grade 9 cohorts are projected to change over the next five years.

Attrition Rates

Description. An attrition rate is the percentage of students from a class of ninth graders not enrolled in Grade 12 four years later.

Calculation. The attrition rate is calculated by subtracting Grade 12 enrollment from Grade 9 enrollment four years earlier, and dividing by the Grade 9 enrollment.

Advantages. The attrition rate provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.

Disadvantages. The attrition rate does not take into account the reasons beginning and ending enrollments differ. Attrition that occurs because of dropouts cannot be distinguished from attrition that occurs because of retention, transfers, or early graduation. For this reason, the attrition rate can fluctuate because of factors that are not considered a reflection of school performance, such as the student mobility rate, and factors Texas has chosen not to include as performance measures, such as retention rates. When used as a proxy for a longitudinal dropout rate, the attrition rate overstates the dropout problem. Appendix E compares the TEA Grade 9-12 longitudinal dropout rate and Grade 9-12 attrition rate for the class of 1999.

Furthermore, the attrition rate does not always correctly reflect the status of dropouts. The Grade 7-12 longitudinal dropout rate is higher than the Grade 9-12 longitudinal dropout rate because the Grade 7-12 rate includes students who dropped out of Grades 7-8, as well as students who dropped out of Grades 9-12. The opposite is true of the attrition rate. An attrition rate based on Grade 7 is lower than the Grade 9 attrition rate. Also, dropouts who return to school but are behind a grade count as part of the attrition rate.

Differences in growth rates across grade levels and between schools and districts can distort the attrition rate, and the calculations sometimes include growth adjustments. However, the adjustments themselves may cause distortions. For a school or district that is not growing but has an effective dropout prevention program, a growth adjustment would inflate the attrition rate.

Finally, because the attrition rate is an estimate, it should not be used as a performance indicator in a high stakes accountability system.

TEA Reporting. TEA calculated a Grade 9-12 attrition rate for 2000 by comparing 1999-00 Grade 12 enrollment to 1996-97 Grade 9 enrollment, without adjustments for growth. As Table 8 shows, the Grade 9-12 attrition rate for the state was 36.6 percent. Using the same methods, TEA also calculated a Grade 7-12 attrition rate of 25.0 percent for 2000.

Table 8.
Attrition Rate (%), by Student Group, Texas Public Schools, 2000

	Grades 7-12	Grades 9-12
African American	31.2	44.5
Asian/Pacific Islander	–10.3	7.3
Hispanic	32.3	47.2
Native American	16.6	33.7
White	19.5	26.3
Economically Disadvantaged	54.3	56.3
State	25.0	36.6

State Dropout Policy

Current Statutory Requirements

While taking steps to expand local authority for education programs throughout the 1990s, state lawmakers demanded that districts and campuses be held accountable for student performance. The SBOE, under direction from the legislature, adopted a set of student performance indicators in 1990 to evaluate the quality and progress of Texas education. Prominent among these was a dropout rate indicator.

Although statute requires that the performance indicators include dropout rates (TEC §39.051, 1999), it does not specify the type of dropout rate calculation. TEA has calculated an annual dropout rate for Grades 7-12 since 1987-88. A longitudinal dropout rate for Grades 7-12, which requires seven years of student-level enrollment and dropout data, was first calculated for the class of 1998.

As a key element of the state's Academic Excellence Indicator System, dropout rates play an important role in accountability ratings. The annual dropout rate for Grades 7-12 is a component of district and campus accountability ratings (TEC §39.072, 1999). AEIS data are also used to administer statutory reward programs (TEC §39.091, 1999) and to generate district and campus performance reports (TEC §39.053, 1999), as well as school report cards for distribution to parents (TEC §39.052, 1999).

In addition to the accountability ratings, TEA is required to report dropout rates to the governor and legislature in the *Comprehensive Annual Report* (SB 702 and HB 1144, 77th Texas Legislature). This legislation requires that the following types of dropout information be reported: (1) annual dropout rates of students in Grades 7-12, expressed in the aggregate and by grade level; (2) completion rates of students in Grades 9-12; (3) projected cross-sectional and longitudinal dropout rates for Grades 9-12 for five years, assuming no state action is taken to reduce the rates; and (4) a description of a systematic, measurable plan for reducing the projected dropout rates to 5 percent or less. See Appendix F for a history of the development of state dropout policy.

TEA Dropout Definition

Who Is Counted as a Dropout?

For 1999-00, a student reported to have left school for any of the following reasons was considered a dropout for accountability purposes:

- a student who was absent without an approved excuse or documented transfer and did not return to school by fall of the following school year;
- a student who completed the school year but failed to re-enroll the following school year;
- a student who left school to pursue a job or enter the military;
- a student who left school for reasons related to academic performance;
- a student who left school because of pregnancy or marriage;
- a student from a special education, ungraded, or alternative education program who left school;
- a student who left school and entered a program not qualifying as an elementary/secondary school (e.g., cosmetology school); or
- a student enrolled as a migrant whose whereabouts were unknown.

Who Is Not Counted as a Dropout?

Accountability System Considerations. The current TEA definition of a dropout grew out of the accountability system used to rate the performance of districts and campuses. Consequently, the definition excludes some students who might be considered dropouts under other dropout definitions. Some groups

Table 9.
Leavers Not Counted as Dropouts for Accountability Purposes by the Texas Education Agency

Reason for leaving:	*Rationale for not counting student as dropout:*
Completed High School Program	
Students who graduate.	Students who have graduated should not be considered dropouts for accountability purposes, even if they later return to school to make up some deficiencies.
Students who earn a General Educational Development (GED) certificate.	The GED testing program was originally developed as a means of objectively certifying whether an individual had educational development equivalent to that of a high school graduate. Legislation was implemented nine years ago to permit students who were still enrolled in public school, but who were seriously credit deficient, to earn GED certificates. In light of this legislative decision, it was consistent to continue to count GED recipients as completers rather than dropouts after the dropout definition was removed from statute.
Seniors who meet all graduation requirements but do not pass the exit-level Texas Assessment of Academic Skills (TAAS).	These are students who have completed all coursework requirements for a diploma. Under the definition in law before the rewrite of the Texas Education Code (TEC), they were counted as dropouts. Legislative direction given at the time the TEC was rewritten indicated that, in deleting the dropout definition from code, it was intended that these students not be counted as dropouts. They are not counted as completers/continuing students under the Texas Education Agency (TEA) completion rate definition unless they are still enrolled in school.
Moved to Other Educational Setting	
Students who withdraw to enter college early.	These are students who are actively pursuing higher education by enrolling in specific degree plans. The *PEIMS Data Standards* are very specific in requiring the reporting districts to have documentation of enrollment in pursuit of an Associate's or Bachelor's degree (simply taking a class at the community college does not permit a district to use this leaver reason code). Because the student's education has neither ceased nor been interrupted, it is inappropriate to count the student as a dropout.
Students whose enrollment in other Texas public schools is documented, or for whom the district has received acceptable documentation of enrollment in public school outside the state or in private school.	Students who have left the district but are known to be continuing a high school program or its equivalent are not counted as dropouts.
Students who withdraw with intent to enroll in school outside Texas or in private school.	These are students for whom the districts have documentation of intent to enroll in school outside Texas or in private school, but for whom transcript requests have not been received. Because the parents maintain authority over the children's education, the students are not counted as dropouts.
Students who withdraw with intent to enroll in other Texas public school districts.	These are students for whom the districts have documentation of intent to enroll in other Texas public school districts, but for whom transcript requests have not been received. Because the parents maintain authority over the children's education, the students are not counted as dropouts. With the new leaver data collection, audits can be conducted to determine if the students did enroll in other districts.
Students who withdraw to enroll in approved alternative programs.	These are students for whom the districts have documentation of intent to attend alternative programs. The students are in compliance with compulsory attendance laws (at least 17 years old, or 16 years old for Job Corps programs) and are continuing to work toward completion of either high school diplomas or GED certificates. Therefore, they are not counted as dropouts.
Students under the age of compulsory attendance withdrawn from school by court order.	These students are ordered by a court of law to attend specific alternative programs. The districts do not have the authority to override such actions by the court; therefore, the students are not counted as dropouts. The districts must have copies of the court orders on file.

Table 9.
Leavers Not Counted as Dropouts for Accountability Purposes by the Texas Education Agency (cont.)

Reason for leaving:	*Rationale for not counting student as dropout:*
Students who withdraw to begin home schooling.	This is also a situation in which the parents or legal guardians maintain authority over the children's education. Further, the students are identified to the school districts as continuing courses of study without interruption. Consequently, the students are not counted as dropouts.
Withdrawn by District	
Students expelled.	TEC §37.007 (1999) defines circumstances in which districts are required or permitted to expel students, and TEC §39.051 (1999) excludes these students from the dropout count. Expelled students are not counted as dropouts during the term of expulsion. Also, those students whose adjudication indicates need for supervision and those convicted and sentenced are excluded from the dropout count.
Students who were administratively withdrawn when it was discovered that they were not residents or had falsified enrollment information.	The districts were not obligated to enroll these students in the first place. Therefore, the students' withdrawals are administrative corrections, and the districts are not held accountable for them as dropouts.
Students withdrawn from school after failing to provide immunization records.	With few exceptions, students enrolling in Texas public schools must be immunized against specified contagious diseases. Under Texas Department of Health rules, districts must provisionally admit students who have begun the required immunizations but may withdraw those who do not complete the immunizations within 30 days. The students are not voluntarily dropping out; therefore, they are not counted as such.
Other Reasons	
Students who are in the protective custody of Child Protective Services (CPS) and have been forcibly removed by CPS, and the district has not been advised of the students' whereabouts.	This is an extreme situation in which an intervention was undertaken to protect a child's safety. The district does not have the authority to override such actions by CPS and cannot be held accountable for the child as a dropout.
Students who withdraw to enter health care facilities.	The assumption here is that the student's health was such that he or she was unable to remain in school. A student who enters a health care facility in Texas is provided education services by the facility or the district in which the facility is located, unless he or she is physically unable to continue secondary study. As such, the departure from school is not considered a voluntary interruption that the school could be expected to prevent or correct. Therefore, the student is not counted as a dropout for accountability purposes.
Students who have been incarcerated in facilities outside the boundaries of the school district.	These students become the responsibility of the districts where the facilities are located, which are obligated to see that educational services are made available. Hence, the students are more appropriately considered as transfers out of the district and are not counted as dropouts.
Students who withdraw from school to return to their home countries.	Due to the difficulty in tracking students who have left the country, districts are not required to confirm that these students have re-enrolled in school in order not to have them counted as dropouts. Districts must have documentation that the students are leaving or have left the country.
Students who had previously been counted as an official dropout in any year going back to 1991.	Research literature, as confirmed by input from educators participating in the commissioner's accountability focus groups, indicates that students who drop out but return to school are far more likely than their continuously enrolled peers to drop out again. To fully support districts in their efforts to recover students who have dropped out, repeat dropouts are only counted once as official dropouts.
Students who are deceased.	Self-explanatory.

of school leavers are excluded from the dropout count to avoid unfairly penalizing districts for dropout circumstances outside their control. For example, due to the difficulty of tracking students who have left the country, students who withdraw from school to return to their home countries are not counted as dropouts, even if they do not indicate intent to re-enroll in school. To count these students as dropouts would inflate the dropout rates of districts that have disproportionate numbers of foreign students.

Others are excluded to avoid unintended negative consequences for students. For example, repeat dropouts (students who were counted as a dropout in a previous year, returned to school, then dropped out again) are removed from the official dropout count. Because students who drop out once but return to school are more likely to drop out again, including repeat dropouts in the count could discourage districts from aggressively trying to recover these students.

Table 9 on pages 26 and 27 lists each group of students excluded from the dropout count under the current accountability definition and the rationale for not counting those students as dropouts. Appendix G describes the evolution of the current dropout definition.

Data Processing Refinements. Since PEIMS was first implemented in 1987, data processing refinements have helped TEA report student status information with increasing accuracy (see Table G-1 in Appendix G). Dropout records were the first individual student data records submitted as part of the PEIMS collection. In 1990-91, districts also began submitting individual student enrollment records. This allowed TEA to conduct an automated statewide search to determine if any students reported as dropouts were enrolled in other school districts in the state. In 1992-93 similar searches of attendance records, graduate records, and GED certificate records were also instituted. Although this effort does not constitute a change in the definition of a dropout, it does result in removing students from the dropout count who were incorrectly reported as dropouts by districts that were not aware the students had re-enrolled elsewhere. In 1998-99, the automated search of enrollment records was expanded to include students who return to school in the fall but leave before the PEIMS snapshot date or do not return until after the PEIMS snapshot date. (PEIMS data submitted in the fall represent a "snapshot" of the district on a selected date, usually the last Friday in October.)

Currently, a student reported to have dropped out of school is not counted as a dropout in the accountability system under the following circumstances:

- the student is found to have been enrolled in another Texas public school;
- the student is found to have graduated;
- the student is found to have received a GED;
- the student is found to have been ineligible for state Foundation School Program funding;

Table 10.
Exclusions from Dropout Counts, Texas Public Schools, 1999-00

Reason for Exclusion	Frequency	Percent
Graduated	132	1.7
Received a General Educational Development (GED) certificate	1,826	24.1
Moved to another district	4,041	53.4
Not eligible for Foundation School Program funding	76	1.0
Dropped out in a previous school year	1,333	17.6
Duplicate/questionable reporting	158	2.1
Total excluded	7,566	100

Note. Parts may not add to 100 percent because of rounding.

- the student is found to have been reported as a dropout from more than one district, and the data cannot confirm which district the student last attended; or
- the student is found to have been counted as a dropout in a previous school year.

In 1999-00, there were 7,566 students reported as dropouts whose records were excluded from the annual dropout rate computations (see Table 10). This was a decline from 10,312 in 1997-98.

National Dropout Reporting

The United States Department of Education National Center for Education Statistics (NCES) collects a standard set of data from every state annually. Since 1992-93, NCES has been collecting data to report annual dropout rates for those states that meet NCES requirements for data quality and comparability. Changes to the NCES dropout definition since 1992-93 have brought it closer to the TEA definition, although there are still differences. Table 11 on page 30 compares the dropout definitions used by TEA and NCES.

There are five groups of students not counted as dropouts by TEA that are counted as dropouts by NCES: (1) students previously counted as dropouts, (2) students withdrawing to enroll in approved adult education GED preparation programs, (3) seniors who meet all graduation requirements but do not pass the exit-level TAAS, (4) students enrolled but not eligible for state Foundation School Program funding, and (5) students reported as dropouts by more than one district and whose districts last attended cannot be determined. TEA includes these students in the dropout counts reported to NCES. In addition, the TEA and NCES definitions differ in how they count summer dropouts and "recaptures."

Recaptures are those students who drop out before the end of the school year but return to school the following fall. Under the NCES definition, dropouts are removed from the dropout count if they return to school the following year and are enrolled on the PEIMS snapshot date. Under the TEA definition, dropouts are removed from the count if they return anytime before the January PEIMS resubmission date. Recaptures who must be added back to the NCES dropout count include students who return to school but leave again before the PEIMS snapshot date and students who do not return until after the PEIMS snapshot date. It is estimated that adding recaptures could increase the dropout count significantly. Changing the year and grade for which summer dropouts are reported, as required under the NCES definition, would probably have a negligible effect on the state dropout count.

Although NCES requires states to submit dropout counts for Grades 7-12, the annual dropout rates they publish are Grade 9-12 rates. The calculation also differs from the TEA method. NCES uses fall enrollment (a count of students enrolled on the fall PEIMS snapshot date) as the denominator rather than cumulative enrollment (a count of students enrolled at any time during the school year) because few states can report cumulative enrollment.

TEA is currently investigating the possibility of collecting additional data or modifying processing to comply with the NCES definition. TEA is working closely with NCES on a submission of 1999-00 dropout data and expects the data to be accepted and published by NCES in late 2002. When those data become available, TEA will publish an additional report supplement listing NCES Grade 9-12 annual rates. The additional information would allow TEA to provide an independent assessment of Texas' progress on dropouts compared to other states, but still retain a separate set of district and campus dropout indicators for use in the accountability system.

Table 11.
Comparison of Dropout Definitions Used by the Texas Education Agency and the National Center for Education Statistics, 1998-99 School Year

<table>
<tr><th>Texas Education Agency (TEA)</th><th>National Center for Education Statistics (NCES)</th></tr>
<tr><td colspan="2">Definition.
TEA and NCES both define a dropout as a student who is enrolled in school at some time during the school year but either (1) leaves school during the school year without an approved excuse or documentation of having transferred to another school or (2) completes the school year but does not return the following year as expected.
The following students are considered dropouts under both definitions.
• Students who leave school for academic reasons, such as poor attendance or failing grades.
• Students who leave school for job-related reasons, such as pursuing a job or joining the military.
• Students who leave school because of family-related reasons, such as pregnancy or marriage.
• Students who leave school because of homelessness and migrant students whose whereabouts are unknown.
• Students who leave school and enter programs not qualifying as elementary or secondary school.
• Students who leave school and whose whereabouts are unknown.
The following students are not considered dropouts under either definition.
• Students who transfer to other public or private schools, are being home-schooled, or enroll in college early.
• Students who withdraw with intent to enroll elsewhere.
• Foreign students returning to their home countries.
• Migrant students for whom subsequent school enrollment records are available.
• Students who graduate or receive General Educational Development (GED) certificates.
• Students who die.</td></tr>
<tr><td>Students not counted as dropouts.
Students who were counted as dropouts in previous school years.
Students who withdraw to enroll in approved adult education GED preparation programs.
Seniors who meet all graduation requirements but do not pass the exit-level Texas Assessment of Academic Skills (TAAS).
Students enrolled but not eligible for state funding.
Students reported as dropouts by more than one district and whose districts last attended cannot be determined.</td><td></td></tr>
<tr><td>Summer dropouts.
Students who complete the school year but do not return the following year as expected are counted as dropouts from the grades and school years completed.</td><td>Summer dropouts.
Students who complete the school year but do not return the following year as expected are counted as dropouts from the grades and school years for which they fail to enroll.</td></tr>
<tr><td>Recaptures.
Students who leave during one school year but return the following school year by the January resubmission date for Public Education Information Management System (PEIMS) data are not considered dropouts.
Students who receive GED certificates by March 1 of the following school year are not considered dropouts.</td><td>Recaptures.
Students who leave during the school year but are enrolled on the October PEIMS snapshot date the following school year are not considered dropouts.
Students who receive GED certificates by the October PEIMS snapshot date the following school year are not considered dropouts.</td></tr>
<tr><td>Denominator.
Cumulative enrollment is used to calculate the rates.</td><td>Denominator.
Fall enrollment is used to calculate the rates.</td></tr>
</table>

Statewide Dropout and Completion/Student Status Rates

Annual Dropout Rates

Calculation and Methods

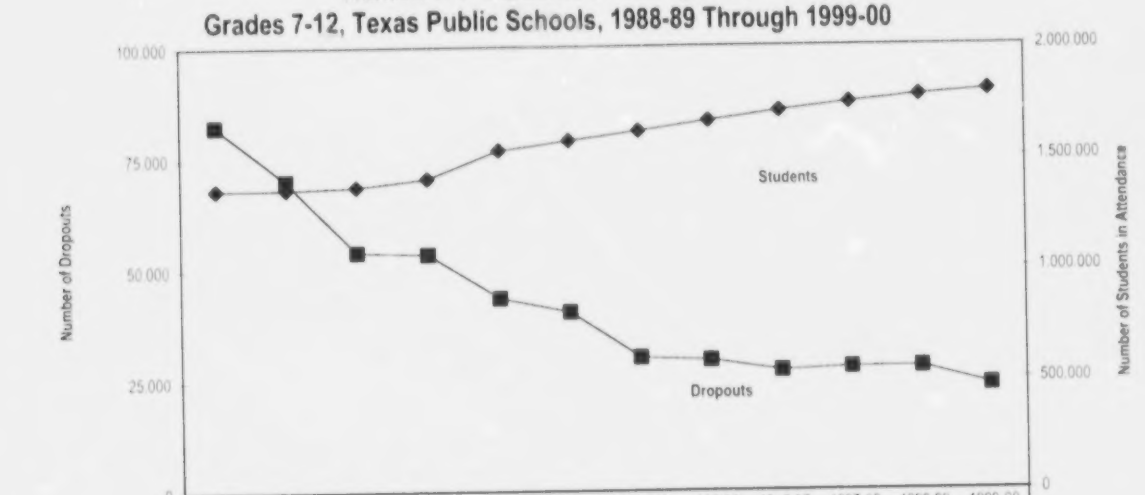
The annual dropout rate is the number of students in Grades 7-12 who drop out during a school year, divided by cumulative enrollment that same year and multiplied by 100. Cumulative enrollment is the number of students in attendance in Grades 7-12 at any time during the school year.

Annual dropout rates for Grades 7-12 were calculated at the state, district, and campus levels. The annual dropout rate for Grades 9-12 was calculated at the state and district levels only. (See the data supplements to this report (TEA, 2001b, 2001c, 2001d) for listings of campus, district, and county rates.) If a student attended more than one campus during the year, he or she was counted in attendance at each campus and in each district. When attendance and dropout data were aggregated to district, county, regional, and state levels, a student was counted only once at each level. For example, a student who attended two schools within a district was counted as in attendance once for each campus, and once for the district. If the student dropped out, the student was counted as a dropout once for the district last attended and once for the campus in the district held accountable for the dropout.

Grade 7-12 Annual Rate

State Rate. Out of 1,794,521 students enrolled in Grades 7-12 in Texas public schools during the 1999-00 school year, 23,457 students, or 1.3 percent, were reported to have dropped out (see Figure 6 and see Figure 7 on page 32). The number of students enrolled in Grades 7-12 increased by 21,404 (1.2%) over the number in 1998-99, while the number of dropouts decreased by 4,152 (15.0%). This was the largest decrease in the number of dropouts since 1994-95.

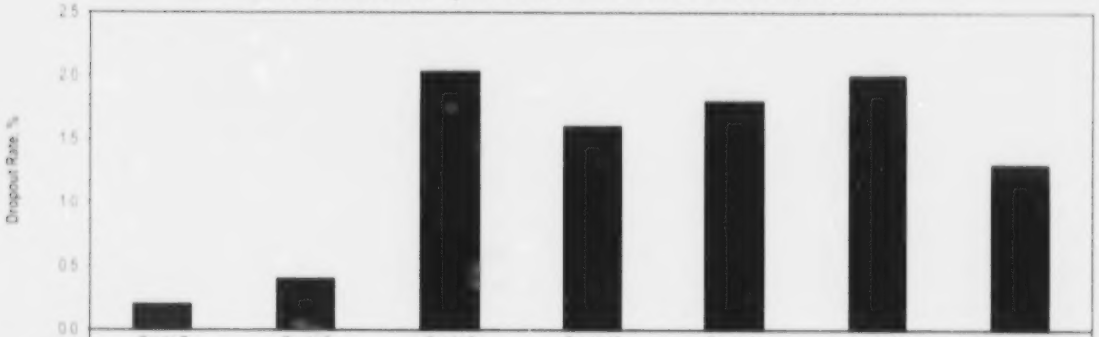
Figure 6.
Numbers of Students and Dropouts,
Grades 7-12, Texas Public Schools, 1988-89 Through 1999-00



	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Number of Dropouts	82,325	70,040	53,965	53,420	43,402	40,211	29,918	29,207	26,901	27,550	27,592	23,457
Number of Students	1,360,115	1,361,494	1,372,738	1,406,838	1,533,198	1,576,015	1,617,522	1,662,578	1,705,972	1,743,139	1,773,117	1,794,521

School Year

Figure 7.
Annual Dropout Rate, by Grade, Texas Public Schools, 1999-00



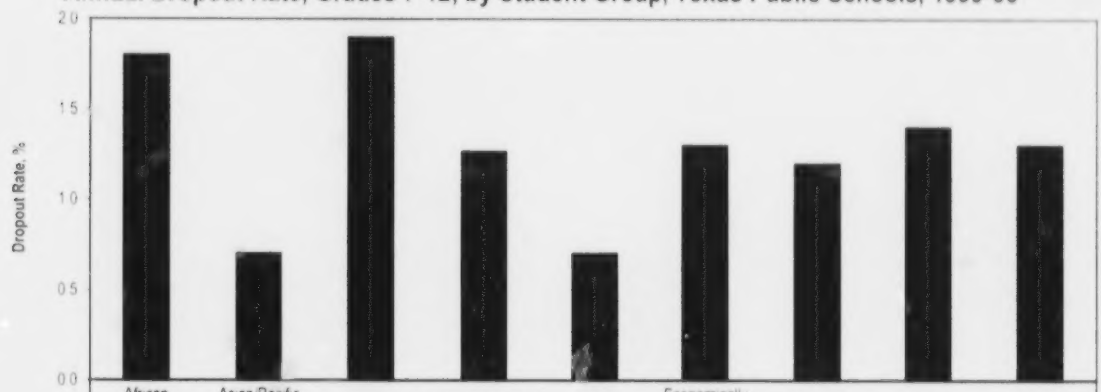
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7-12
Dropout Rate, %	0.2	0.4	2.0	1.6	1.8	2.0	1.3
Dropouts	703	1,315	7,630	4,631	4,518	4,660	23,457
Students	317,744	313,311	386,108	290,571	249,146	237,641	1,794,521

Grade Level

There was a decrease in the number of dropouts in all grades, but the most striking was in Grade 12, where the number of dropouts decreased 30.6 percent and the dropout rate fell from 2.9 percent to 2.0 percent. The number of dropouts in Grade 7 and in Grade 8 each decreased by a quarter. The number of dropouts in Grade 9 decreased slightly, and the dropout rate remained 2.0 percent. The stable rate in Grade 9 – which accounted for a third of all dropouts – and the steep declines in the other grades resulted in the decline in the state average.

Rates Among Student Groups. In 1999-00, dropout rates for African American and Hispanic students were well over twice as high as that for White students (see Figure 8). As in previous years, males dropped out at a slightly higher rate than females. Students identified as economically disadvantaged had a dropout rate of 1.3 percent, the same as that for students not so identified.

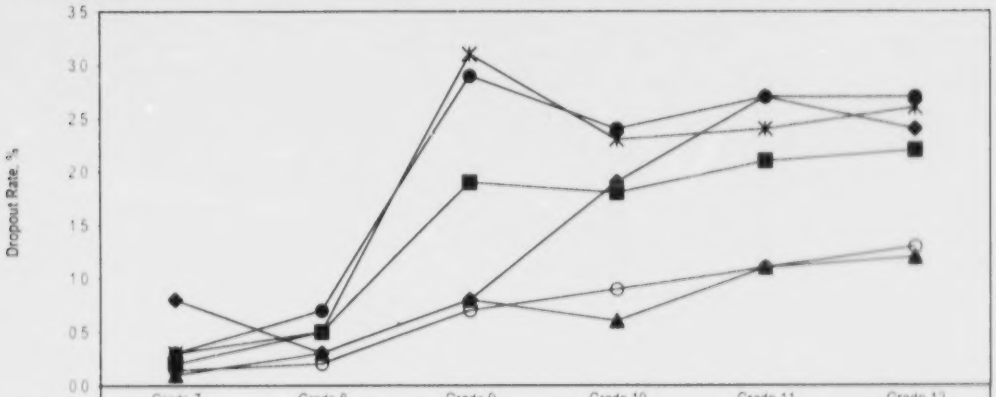
Figure 8.
Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1999-00



	African American	Asian/Pacific Islander	Hispanic	Native American	White	Economically Disadvantaged	Female	Male	All Students
Dropout Rate, %	1.8	0.7	1.9	1.3	0.7	1.3	1.2	1.4	1.3
Dropouts	4,675	325	12,540	65	5,852	8,303	10,377	13,080	23,457
Students	253,986	49,086	658,869	4,923	827,657	646,760	870,977	923,544	1,794,521

Student Group and All Students

Figure 9.
Annual Dropout Rate, by Grade and Student Group, Texas Public Schools, 1999-00



	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
African American	0.3	0.5	3.1	2.3	2.4	2.6
Asian/Pacific Islander	0.1	0.3	0.8	0.6	1.1	1.2
Hispanic	0.3	0.7	2.9	2.4	2.7	2.7
Native American	0.8	0.3	0.8	1.9	2.7	2.4
White	0.1	0.2	0.7	0.9	1.1	1.3
Economically Disadvantaged	0.2	0.5	1.9	1.8	2.1	2.2
All Students	0.2	0.4	2.0	1.6	1.8	2.0

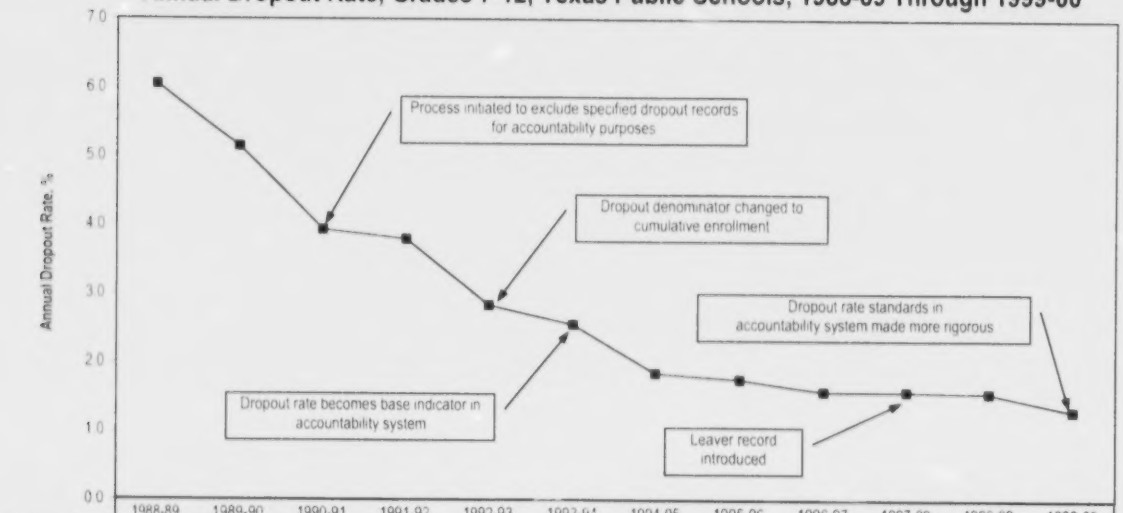
Grade Level

Breaking out dropout rates by student group and grade, the highest rate was for African American students in Grade 9 (3.1%), and the lowest rates were for White and Asian/Pacific Islander students in Grade 7 (0.1%). The dropout rates generally were much higher in Grades 9 through 12 than in Grades 7 and 8 (see Figure 9). The highest dropout rate differed among student groups: Grade 9 for African American and Hispanic students, Grade 11 for Native American students, and Grade 12 for Asian/Pacific Islanders and White students. The gaps between dropout rates for White students and those for Hispanic and African American students were greatest at Grade 9 and above. Hispanic and African American dropouts were much more likely to leave school in Grade 9 than were White dropouts (see Table H-3 in Appendix H).

Rates by Student Characteristics and Program Participation. An array of complex, often interrelated factors contribute to dropping out. Basic demographic characteristics, family and personal background, academic history, and characteristics of the school all may influence whether a student will stay in school. Tables H-4 through H-6 in Appendix H present dropout information by student age, special program participation (bilingual/English as a second language, gifted/talented, special education, Title I), and other educational factors (at risk, immigrant, limited English proficiency, migrant, overage/not on grade).

Trends in Annual Rates. Since 1988-89, the Grade 7-12 annual dropout rate has gradually decreased (see Figure 10 on page 30). From 1996-97 through 1998-99, the state rate held steady at 1.6 percent, but in 1999-00, the state rate decreased to 1.3 percent. Since the late 1980's, there have been refinements in dropout reporting, data processing, and calculations. Also, the dropout rate became a base indicator in the accountability system in 1993-94. When the leaver record was introduced in 1997-98, the overall number of dropouts increased for the first time, but the rate remained constant. The number of dropouts rose only slightly in the second year of the leaver record collection. 1999-00 was the first year the dropout standards for ratings had been raised since a dropout indicator was introduced (see Table H-7 in Appendix H).

Figure 10.
Annual Dropout Rate, Grades 7-12, Texas Public Schools, 1988-89 Through 1999-00



	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Dropout Rate, %	6.1	5.1	3.9	3.8	2.8	2.6	1.8	1.8	1.6	1.6	1.6	1.3
Dropouts	82,325	70,040	53,965	53,420	43,402	40,211	29,918	29,207	26,901	27,550	27,592	23,457

School Year

As in past years, dropout rates among certain ethnic minorities in 1999-00 remained higher than the overall dropout rate. The number of dropouts declined in all student groups (see Figure 11). The dropout rate for Native American students held constant, and the rate for all other groups declined. The gaps between the dropout rate for White students and the dropout rates for African American and Hispanic students decreased by 0.3 and 0.4 percentage points, respectively. Still, a gap remains – the dropout rate for White students was 0.7 percent, compared to 1.8 percent for African American students and 1.9 percent for Hispanic students.

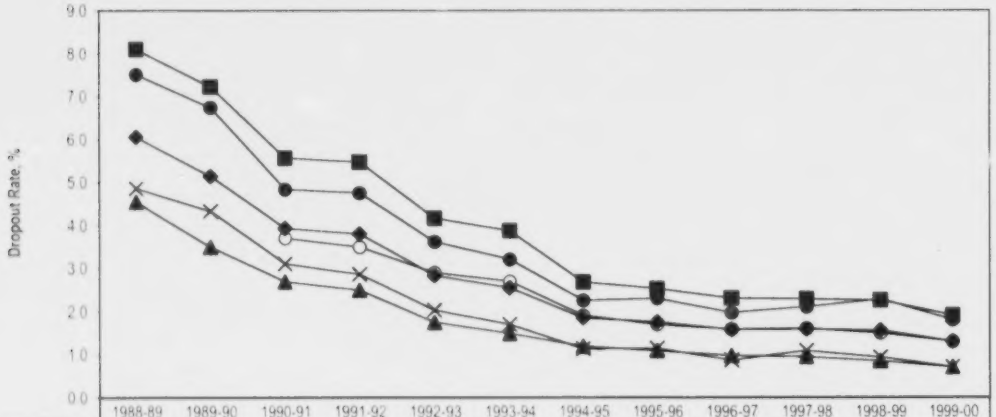
Grade 9-12 Annual Rate

Texas law requires that dropout rates be based on a span of Grades 7 through 12. Many organizations, including NCES, publish annual dropout rates based on a span of Grades 9 through 12. Adding two additional grade levels results in a greater number of dropouts reported for Grades 7-12 than that reported for Grades 9-12. But, because Grades 7 and 8 usually have lower dropout rates than the upper grades, annual rates that span Grades 7-12 are usually lower than rates that span Grades 9-12.

For the 1999-00 school year, the statewide annual dropout rate for Grades 9-12 was 1.8 percent, compared to the rate of 1.3 percent for Grades 7-12 (see Figure 12). There were 21,439 dropouts in Grades 9-12 in 1999-00, down 13.9 percent from 24,886 in 1998-99. The 1999-00 rate of 1.8 percent was a decrease from the rate of 2.2 percent in 1997-98 and 1998-99. Using a grade span of 7-12, rather than 9-12, increased the number of dropouts by 2,018, or 9.4 percent, and decreased the dropout rate by 0.5 percentage points. In both cases, the dropout rate decreased from the year before.

To the extent that Grade 7 and 8 dropouts differ from dropouts in the higher grades, the picture presented of who drops out also differs. For example, in Grades 9-12, the dropout rates for males exceeded those for females (see Table H-2 in Appendix H). But female dropouts were more likely to leave school in Grades 7 and 8 than males. The Grade 7-12 dropout count had 11.3 percent more females than the Grade 9-12 dropout count, but only 8.0 percent more males.

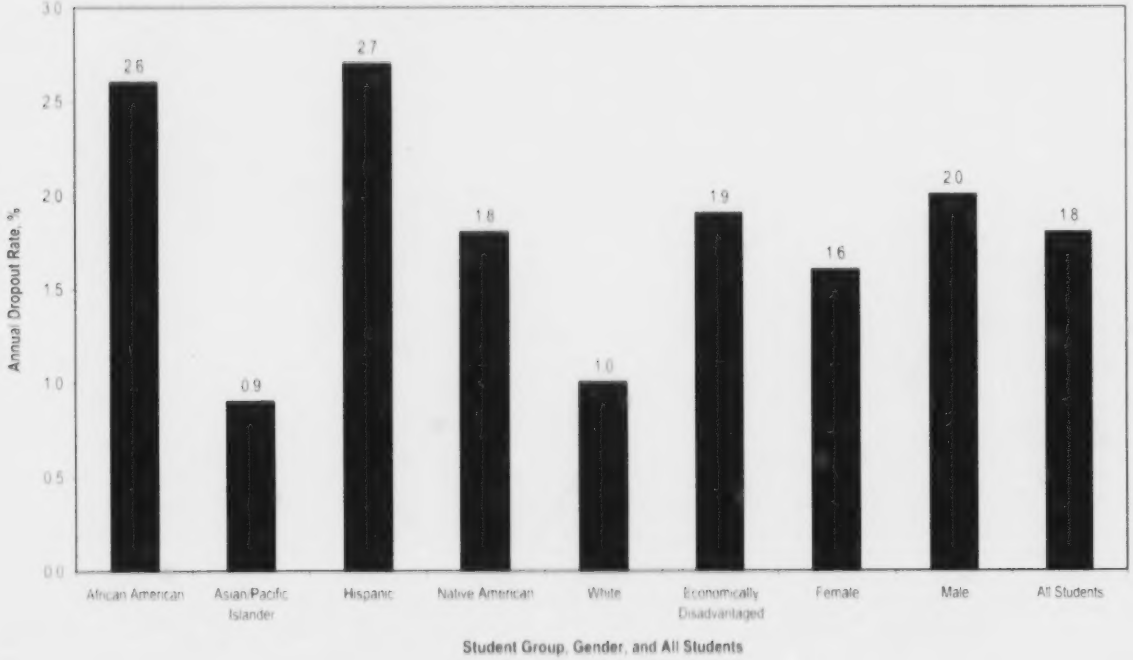
Figure 11.
Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1988-89 Through 1999-00



	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
African American	7.5	6.7	4.8	4.8	3.6	3.2	2.3	2.3	2.0	2.1	2.3	1.8
Hispanic	8.1	7.2	5.6	5.5	4.2	3.9	2.7	2.5	2.3	2.3	2.3	1.9
White	4.5	3.5	2.7	2.5	1.7	1.5	1.2	1.1	1.0	0.9	0.8	0.7
Other	4.9	4.3	3.1	2.9	2.0	1.7	1.1	1.1	0.9	1.1	0.9	0.7
Economically Disadvantaged	N/A	N/A	3.7	3.5	2.9	2.7	1.9	1.7	1.6	1.6	1.5	1.3
All Students	6.1	5.1	3.9	3.8	2.8	2.6	1.8	1.8	1.6	1.6	1.6	1.3

School Year

Figure 12.
Annual Dropout Rate, Grades 9-12, by Student Group, Texas Public Schools, 1999-00



Student Group, Gender, and All Students

As another example, Hispanic dropouts were somewhat more likely to leave school before Grade 9 than White and African American dropouts, so Hispanic students made up a slightly higher share of Grade 7-12 dropouts than of Grade 9-12 dropouts. Even with these variations between the annual Grade 7-12 and Grade 9-12 dropout rates, the patterns in rates among major student groups and trends for these groups were similar in recent years (see Table H-7 and Table H-8 in Appendix H).

Longitudinal Completion/Student Status Rates

Introduction to the Rates

The PEIMS data collection makes it possible to calculate longitudinal rates by tracking students individually as they progress through school. For the 1997-98 school year, AEIS reports included two longitudinal report-only indicators: (1) a six-year longitudinal dropout rate, covering Grades 7-12; and (2) a four-year longitudinal completion rate, covering Grades 9-12. In 1998-99, TEA combined the completion and dropout measures and used revised methods to produce a single completion/student status series. The new series provides complementary rates for graduates, recipients of a GED certificate, students still enrolled, and dropouts, which together add to 100 percent.

To begin reporting the series, TEA calculated rates for the Grade 7 and Grade 9 cohorts of the classes of 1998 and 1999. Completion/student status rates for the class of 2000 are provided this year.

Calculation and Methods

Conceptual Approach. The completion/student status rate is an adaptation of the Holding Power Index (HPI) (Hartzell, McKay, & Frymier, 1992). The HPI follows a class of students, or cohort, over a period of years, and determines the status of each student after the anticipated graduation date of the cohort.

The Cohorts. PEIMS attendance data are used to build each cohort of students for the completion/student status rate. Each cohort is identified by the starting grade and anticipated year of graduation. For example, members of the class of 2000 Grade 9 cohort were identified as students who attended Grade 9 for the first time in the 1996-97 school year. Cohort members were then tracked through the fall semester following their anticipated graduation date of spring 2000. This made it possible to identify those who continued in school after their class graduated. Members who transferred out of the Texas public school system during the time period covered were removed from the cohort. Students who transferred into the system on grade were added to the cohort.

Each student can belong to one and only one Grade 7 cohort and one and only one Grade 9 cohort. That is, cohort membership does not transfer from one cohort to another over time. Students who are retained in grade or who skip a grade remain members of the cohort they first joined.

Any student for whom one of the designated outcomes could be determined was counted in the cohort. This included students who began Grade 7 or Grade 9 together, as well as students who transferred into Texas public schools. A student whose final status could not be determined was removed from the status counts. In the vast majority of cases, these were students who transferred out of the Texas public school system. In a small number of cases, students were excluded because of exceptions in the accountability system. The progress of the class of 2000 Grade 9 cohort through high school is illustrated in Appendix I.

Student Status. The completion/student status rate focuses on selected long-term student outcomes over a period of years. Each member of the cohort is assigned a final status by the year after anticipated graduation. Neither dropping out nor leaving necessarily determines the final status of a student. The status of a student who drops out or leaves will change if he or she returns and graduates, obtains a GED, or contin-

ues in school. Dropping out becomes the status of record only if it is the final status for a student in the PEIMS database.

Graduates. A student is classified as a graduate in the year in which he or she is reported in PEIMS as a graduate.

GED Recipients. GED tests are given at over 200 centers throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round and results transmitted electronically to TEA. Receipt of a GED certificate is reported as soon as the test is scored as passing. A student in the class of 2000 was assigned a final status of GED if he or she received a certificate before March 1, 2001.

Continuing Enrollment. A student is classified as continuing if he or she is reported as enrolled in the state in the fall after his or her anticipated graduation.

Dropouts. A student is classified as a dropout if this is the final status recorded for the student in the PEIMS database.

Calculating the Rates. To determine completion/student status rates, the number of students in each status category (graduation, GED, school continuation, and dropout) is divided by the total number of students in the cohort. Because the total number of students in the cohort is used to calculate each rate, the sum of the rates is always 100 percent.

Results

State Rates. Table 12 shows the completion/student status rates for Grade 7 and Grade 9 cohorts for the classes of 1998, 1999, and 2000. Out of 244,777 students in the class of 2000 Grade 9 cohort, 85.5 percent either graduated or received a GED certificate by 2000. An additional 7.3 percent continued school the following school year.

There were 17,729 dropouts from this class, making up 7.2 percent of the entering cohort. This was a 1.3 percentage point decrease from the 8.5 percent longitudinal dropout rate for the class of 1999 Grade 9 cohort. The number of dropouts declined 12.4 percent, even though the number of students in the cohort increased 2.7 percent. Although the annual dropout rate and the longitudinal rate are quite different measures of school system performance, the dramatic decline in dropouts in Texas public schools in the 1999-00 school year was reflected in both. Appendix J provides an illustration of the relationship between annual and longitudinal dropout counts.

Table 12.
Longitudinal Completion/Student Status,
Grades 9-12 and 7-12, Texas Public Schools, Classes of 1998, 1999, and 2000

Cohort		Graduated		Received GED		Continued		Dropped Out	
Designation	Number	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %
Grade 9 Cohort									
Class of 1998	228,049	179,379	78.7	9,699	4.3	18,745	8.2	20,226	8.9
Class of 1999	238,280	189,441	79.5	9,524	4.0	19,084	8.0	20,231	8.5
Class of 2000	244,777	197,579	80.7	11,648	4.8	17,821	7.3	17,729	7.2
Grade 7 Cohort									
Class of 1998	231,976	178,057	76.8	9,623	4.1	21,558	9.3	22,738	9.8
Class of 1999	240,865	188,085	78.1	9,458	3.9	21,543	8.9	21,779	9.0
Class of 2000	245,919	195,590	79.5	11,445	4.7	19,880	8.1	19,004	7.7

Note: Parts may not add to 100 percent because of rounding.

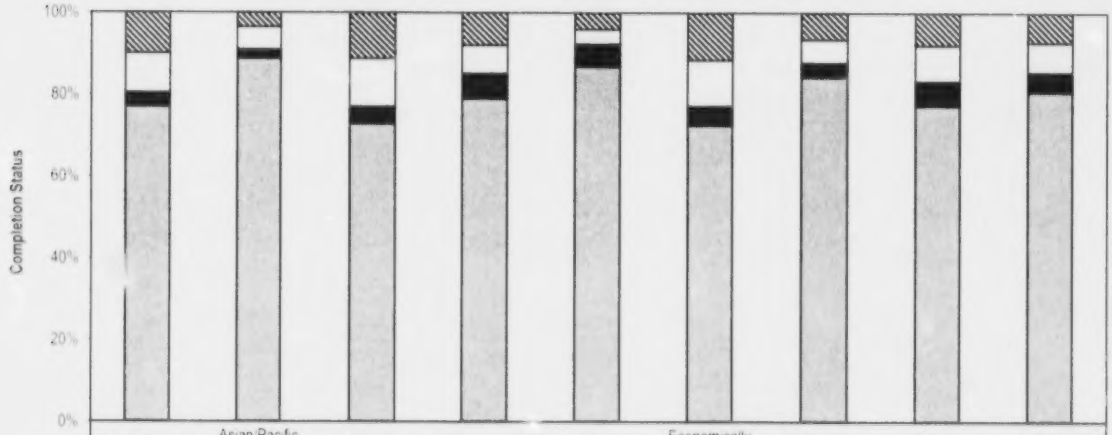
The Grade 7 cohorts demonstrated similar patterns. Between 1999 and 2000, the graduation rate increased from 76.8 percent to 79.5 percent and the GED rate increased from 3.9 percent to 4.7 percent. The rates of dropping out and continuation decreased. The dropout rate for the class of 2000 Grade 7 cohort was 7.7 percent.

The Grade 7-12 and Grade 9-12 annual dropout rates differ from one another much more than do the Grade 7 and Grade 9 longitudinal dropout rates. This is primarily because of differences in the total number of students taken into account in the calculation, rather than differences in the actual number of dropouts. The Grade 7-12 annual dropout rate is based on the total number of students in six grade levels, and the Grade 9-12 annual rate is based on the total number of students in four grade levels. In contrast, both of the longitudinal rates are based on the number of students in only one grade level — either Grade 7 or Grade 9; consequently, the rates are not so different from one another.

As mentioned earlier, Grade 7-12 annual dropout rates tend to be notably lower than Grade 9-12 annual rates. This is because Grades 7 and 8 contribute a relatively small number of students to the dropout count, but a relatively large number of students to the overall population considered. Longitudinal dropout rates, on the other hand, show a different pattern — Grade 7 rates are slightly higher than Grade 9 rates. Although the Grade 7 start does add a relatively small number of students to the cumulative dropout count, the difference in the sizes of the Grade 7 and Grade 9 cohorts is also small.

Rates Among Student Groups. Completion/student status rates demonstrate that secondary-school experiences varied considerably by student group (see Figure 13). For example, in the Grade 9 cohort for the class of 2000, White students as a group had a graduation rate of 86.7 percent, whereas African American students and Hispanic students had graduation rates of 76.9 percent and 72.8 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates at 11.2 percent and 11.6 percent, respectively. Hispanics were most likely among the student groups to be

Figure 13.
Longitudinal Completion/Student Status Rates, Grades 9-12, by Student Group, Texas Public Schools, Class of 2000

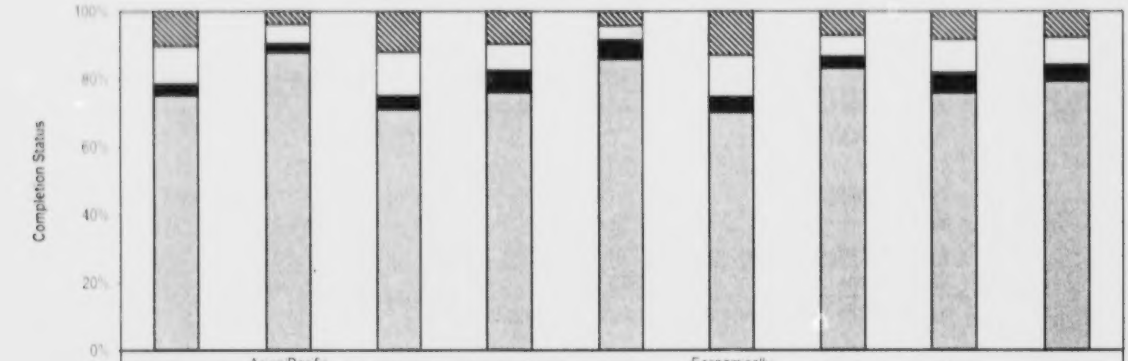


	African American	Asian/Pacific Islander	Hispanic	Native American	White	Economically Disadvantaged	Female	Male	All Students
Dropped Out	9.9	3.5	11.2	7.9	4.0	11.6	6.5	7.9	7.2
Continued	9.7	5.5	11.8	6.9	3.6	11.2	5.7	8.8	7.3
Received GED	3.5	2.3	4.2	6.3	5.6	4.7	3.5	6.0	4.8
Graduated	76.9	88.8	72.8	78.8	86.7	72.6	84.2	77.2	80.7

Student Group, Gender, and All Students

Note: Parts may not add to 100 percent because of rounding.

Figure 14.
Longitudinal Completion/Student Status Rates, Grades 7-12, by Student Group, Texas Public Schools, Class of 2000



	African American	Asian/Pacific Islander	Hispanic	Native American	White	Economically Disadvantaged	Female	Male	All Students
Dropped Out	10.3	3.9	12.1	9.7	4.2	13.0	7.1	8.3	7.7
Continued	11.0	5.7	12.8	7.8	4.2	12.2	6.2	9.9	8.1
Received GED	3.3	2.4	4.0	6.3	5.6	4.6	3.4	5.9	4.7
Graduated	75.3	88.0	71.1	76.2	86.0	70.2	83.2	75.9	79.5

Student Group, Gender, and All Students

Note: Parts may not add to 100 percent because of rounding.

continuing school in the fall after anticipated graduation. Native Americans had the largest percentage of students (6.3%) receiving GED certificates. Females had a higher graduation rate (84.2%) than males (77.2%) and lower rates of GED certification, continuation, and dropping out.

The graduation rates for all student groups improved between 1999 and 2000. GED rates increased and dropout rates decreased for all groups. Asian/Pacific Islanders and White student groups had the highest graduation rates whether Grade 9 (see Figure 13) or Grade 7 (see Figure 14) cohorts were tracked. Hispanics had the highest continuation rates based on both Grade 9 and Grade 7 cohorts. Students who were economically disadvantaged had the highest dropout rates in both the Grade 9 and Grade 7 cohorts.

Rates by Student Characteristics and Program Participation. In addition to basic demographic groups, completion/student status rates were calculated for students with limited English proficiency and for students participating in special education and gifted/talented programs. Table H-9 in Appendix H shows the rates for these students in the class of 2000 Grade 9 cohort.

Attrition Rates

An attrition rate is the percentage change in enrollment between two grades. It provides a simple measure of school leavers when aggregate enrollment numbers are the only data available. For Grades 9-12, the rate is calculated by subtracting Grade 12 enrollment from Grade 9 enrollment four years earlier, and dividing by the Grade 9 enrollment.

The attrition rate does not take into account any of the reasons the beginning and ending enrollments are different. Therefore, there is no way to distinguish attrition that results from dropping out of school from attrition resulting from grade-level retention, students transferring to private schools, death, or early graduation. Grade 9-12 and Grade 7-12 attrition rates for 2000 are presented in Table 13 and Table 14, respectively, on page 40. The rates were not adjusted for growth in student enrollment over the time period covered.

Table 13.
Enrollment and Attrition Rate, Grades 9-12, by Student Group, Texas Public Schools, 2000

	Enrollment			
	Grade 9 1996-97	Grade 12 1999-00	Change	Attrition Rate, %
African American	51,088	28,356	22,732	44.5
Asian/Pacific Islander	7,681	7,117	564	7.3
Hispanic	132,717	70,142	62,575	47.2
Native American	808	536	272	33.7
White	151,629	111,826	39,803	26.3
Economically Disadvantaged	136,444	59,642	76,802	56.3
All Students	343,923	217,977	125,946	36.6

Note. Enrollment includes unmatched student identification records.

Table 14.
Enrollment and Attrition Rate, Grades 7-12, by Student Group, Texas Public Schools, 2000

	Enrollment			
	Grade 7 1994-95	Grade 12 1999-00	Change	Attrition Rate, %
African American	41,188	28,356	12,832	31.2
Asian/Pacific Islander	6,453	7,117	-664	-10.3
Hispanic	103,540	70,142	33,398	32.3
Native American	643	536	107	16.6
White	138,889	111,826	27,063	19.5
Economically Disadvantaged	130,389	59,642	70,747	54.3
All Students	290,713	217,977	72,736	25.0

Note. Enrollment includes unmatched student identification records.

Reasons for Dropping Out and Dropout Prevention

Dropout Reasons

Districts can provide up to 3 out of 18 exit reasons for a student who drops out, or indicate that the reason the student left was unknown or not provided. Out of 23,457 dropouts in Grades 7-12 in 1999-00, the reason for leaving school was reported as unknown for 46.8 percent (see Table 15). For 24.0 percent of dropouts, poor attendance was reported as the reason for dropping out.

Table 15.
Exit Reasons Reported for Official Dropouts, by Student Group, Texas Public Schools, 1999-00

	Total		Gender, %		Student Group, %					
Reasons	Number	%	Female	Male	African American	Asian/ Pac. Is.	Hisp.	Nat. Am.	White	Econ. Disadv.
Because of poor attendance	5,629	24.0	23.8	24.1	25.3	20.9	21.3	18.5	29.0	20.0
To pursue a job	1,605	6.8	4.5	8.7	5.2	5.5	7.6	3.1	6.6	7.0
To enter an alternative education program that has no degree program	1,027	4.4	3.8	4.8	4.4	3.7	3.7	3.1	5.8	3.5
Because of age	909	3.9	3.4	4.2	6.0	5.5	3.5	7.7	2.9	3.3
To enter an alternative education program (but not in compliance with compulsory attendance)	865	3.7	3.2	4.1	3.5	3.4	3.0	6.2	5.4	3.1
Enrollment revoked due to absences	561	2.4	1.9	2.8	2.7	2.8	2.0	6.2	2.9	1.9
To get married	444	1.9	3.4	0.7	0.2	0.9	2.9	3.1	1.1	2.9
Because of pregnancy	388	1.7	3.7	<0.1	1.4	0.3	1.9	3.1	1.5	2.1
Because of low grades	295	1.3	1.0	1.5	1.0	0.6	1.2	0.0	1.6	1.4
Because of failing the exit Texas Assessment of Academic Skills	198	0.8	1.0	0.7	1.5	1.2	0.8	0.0	0.5	1.1
Expelled for reasons other than criminal behavior	197	0.8	0.4	1.2	1.2	0.0	0.7	3.1	0.8	0.8
Because of homelessness	156	0.7	0.9	0.5	0.9	0.9	0.5	0.0	0.9	0.6
Did not return after a Juvenile Justice Alternative Education Program assignment	63	0.3	0.2	0.3	0.5	0.0	0.2	0.0	0.2	0.2
To join the military	49	0.2	0.1	0.3	0.2	0.0	0.2	3.1	0.3	0.2
To enter college, but not a degree program	33	0.1	0.1	0.1	0.1	0.6	0.1	0.0	0.3	0.1
Because of drug abuse	28	0.1	0.1	0.1	0.2	0.0	0.1	0.0	0.1	0.1
Expelled and had not returned	18	0.1	0	0.1	0.1	0.0	<0.1	0.0	0.2	0.1
Because of language problems	5	<0.1	<0.1	<0.1	<0.1	0.0	<0.1	0.0	<0.1	<0.1
No reason provided	10,987	46.8	48.3	45.7	45.7	53.5	50.3	43.1	40.0	51.6
Total Number	23,457	100	10,377	13,080	4,675	325	12,540	65	5,852	8,303

Note: Parts may not add to 100 percent because of rounding.

State Dropout Plan and Dropout Prevention Strategies

One of the objectives of public education set by the Texas Legislature is that "through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma" (TEC §4.001, 1999). Supporting legislation requires TEA to monitor and report dropout rates to the legislature and the public annually and specifies that dropout rates be included in the public school accountability system. In addition, TEA is required to project dropout rates (see TEA, 2000a). Under TEC §39.182 (1999), goals are set for future dropout rates, and a state plan to reduce future dropout rates is developed (TEA, 1996b).

Dropout prevention programs take many forms. They vary in terms of the populations targeted for services, the scope and kinds of services offered, and the service delivery mechanisms. Evaluations of dropout prevention programs have more often addressed the question "Did this program work?" rather than "Why did this program work?" (O'Sullivan, 1990; Paredes, 1996; Wilkinson & Griffith, 1994; and Wilkinson & Mangino, 1994). Nevertheless, some effective dropout prevention techniques have been identified.

- **Individualized instruction.** Individualized instruction in dropout prevention programs capitalizes on students' unique learning styles and interests and allows them to learn at their own pace and ability level.
- **Remediation and accelerated instruction.** Successful dropout prevention programs provide remedial instruction in basic academic skills or bring students up to grade level by the end of the program. Instruction may involve one-to-one tutoring, distance learning opportunities, or access to computer hardware and software. Vocational programs may be part of the instructional program.
- **Counseling and mentorship.** Dropout prevention counseling targets not only academic issues, but also social and survival skills, study skills, and employment skills. Counseling is geared to an individual student's needs and culture. One of the potentially effective strategies for a successful dropout prevention program is one-to-one involvement with a mentor. Mentors serve as role models by providing the necessary adult attention and support that will encourage the students to finish school and plan for the future.
- **Flexibility in programming and scheduling.** Dropout prevention programs serve diverse populations with diverse needs. Therefore, they are flexible about course sequences, course length, classroom structure, and class schedules. Programs may accommodate students' work schedules or other factors, and could involve evening, after school, and summer school options.
- **Trained and committed staff.** Successful dropout prevention programs are staffed by individuals who are committed to at-risk teens, have high expectations, and are dedicated to program plans and goals with specific time lines. Staff are also trained in tailoring instruction to meet individual student needs.
- **Parental involvement.** Parents play an important role in successful dropout prevention programs. They often act as mentors and tutors for the child and provide support to the teachers and school.
- **Collaboration with the community and businesses.** Successful dropout prevention programs collaborate with the community and local businesses. Developing company mentorship programs with at-risk students links the importance of graduation with future employment opportunities. This collaboration may also involve work-study, apprenticeship programs, and incentive programs.
- **Matching services to needs.** Successful dropout prevention programs work with other governmental agencies to assure students' access to appropriate social services for their immediate needs, so that students in turn can concentrate on finishing school. These services can range from accessing employment-related benefits to income assistance and day-care services for teenage parents.

Selected References

Frazer, L., Nichols, T., & Wilkinson, D. (1991). *History of dropout-prevention events in AISD: Executive summary.* Austin, TX: Austin Independent School District. (ERIC Document Reproduction Service No. ED 338 785)

Hartzell, G., McKay, J., & Frymier, J. (1992). *Calculating dropout rates locally and nationally with the Holding Power Index.* (ERIC Document Reproduction Service No. ED 343 953)

Intercultural Development Research Association. (1986). *Texas school dropout survey project: A summary of findings.* San Antonio, TX: Author.

Legislative Budget Board. (2000). *Dropout study: A report to the 77th Texas Legislature* (Document No. GE01 600 02). Austin, TX: Author.

National Commission on Excellence in Education. (1983). *A nation at risk.* Washington, DC: Author.

O'Sullivan, R. (1990). *Evaluating a model middle school dropout program for at-risk students.* Paper presented at the annual meeting of the American Educational Research Association, Boston, MA. (ERIC Document Reproduction Service No. ED 317 928)

Paredes, T. (1996). *Feedback: Delta/NOVANET, 1995-96: First-year implementation.* Austin, TX: Austin Independent School District.

Roderick, M. (1993). *The path to dropping out.* Westport, CT: Auburn House.

State Auditor's Office. (1996). *An assessment of the Texas Education Agency's monitoring systems for public education.* Austin, TX: Author.

State Board of Education. (1987). *Long-range plan of the State Board of Education for Texas public school education, 1986-1990* (Document No. GE7 730 01). Austin, TX: Texas Education Agency.

State Board of Education. (1991). *Quality, equity, accountability: Texas State Board of Education long-range plan for public education, 1991-1995* (Document No. FS1 530 01). Austin, TX: Texas Education Agency.

State Board of Education. (1995). *State Board of Education long-range plan for public education, 1996-2000* (Document No. GE6 600 03). Austin, TX: Texas Education Agency.

State Board of Education. (2000). *State Board of Education long-range plan for public education, 2001-2006* (Document No. GE01 601 06). Austin, TX: Texas Education Agency.

Texas Education Agency. (1989). *Report on 1987-88 public school dropouts* (Document No. FS9-742-03). Austin, TX: Author.

Texas Education Agency. (1996a). *High school completion rates: Investigating a longitudinal performance measure for Texas schools.* Policy Research Report No. 8 (Document No. RE7 601 05). Austin, TX: Author.

Texas Education Agency. (1996b). *1997-1999 Report on the state plan to reduce the dropout rate* (Document No. GE7-300-01). Austin, TX: Author.

Texas Education Agency. (1999). *1999-2000 Public Education Information System data standards* (Document No. AD9 615 01). Austin, TX: Author.

Texas Education Agency. (2000a). *2000 Comprehensive biennial report on Texas public schools* (Document No. GE01 601 01). Austin, TX: Author.

Texas Education Agency. (2000b). *2000-2001 Public Education Information Management System data standards* (Document No. RE00 615 01). Austin, TX: Author.

Texas Education Agency. (2001a). *2001 Accountability manual* (Document No. GE01 602 03). Austin, TX: Author.

Texas Education Agency. (2001b). *Secondary school completion and dropouts in Texas public schools, 1999-00: County listings* (Document No. GE01 601 12). Austin, TX: Author.

Texas Education Agency. (2001c). *Secondary school completion and dropouts in Texas public schools, 1999-00: District and campus listings* (Document No. GE01 601 11). Austin, TX: Author.

Texas Education Agency. (2001d). *Secondary school completion and dropouts in Texas public schools, 1999-00: Supplemental district data* (Document No. GE01 601 10). Austin, TX: Author.

Texas Education Code. (1986). *Texas school law bulletin*. Austin, TX: West Publishing.

Texas Education Code. (1988). *Texas school law bulletin*. Austin, TX: West Publishing.

Texas Education Code. (1990). *Texas school law bulletin*. Austin, TX: West Publishing.

Texas Education Code. (1996). *Texas school law bulletin*. Austin, TX: West Publishing.

Texas Education Code. (1999). *Texas school law bulletin*. Austin, TX: West Group.

Wilkinson, D., & Griffith, J. (1994). *Overage ninth-grade dropout prevention*. Austin, TX: Austin Independent School District. (ERIC Document Reproduction Service No. ED 380 470)

Wilkinson, D., & Mangino, E. (1994). *Program effectiveness in AISD 1992-93*. Austin, TX: Austin Independent School District. (ERIC Document Reproduction Service No. ED 380 468)

Appendix A.
Availability and Reporting of Leaver Reason Codes

Table A-1. Leaver Reason Codes, 1997-98 Through 1999-00

Code[a]	Leaver Reason	Code Available[b] 1997-98	1998-99	1999-00
Completed High School Program				
01*	Graduated	•	•	•
19*	Completed graduation requirements except passing exit-level TAAS	•	•	•
31*	Completed GED[c]	•	•	•
63*	Graduated previously, returned to school, left again	•	•	•
64*	Completed GED previously, returned to school, left again	•	•	•
Moved to Other Educational Setting				
28*	Intent to enroll in a public school in Texas	•	•	•
29*	Intent to enroll in a private school in Texas	•	•	•
05*	No intent but documented enrollment in a public or private school in Texas	•		
73*	No intent but documented enrollment in a public school in Texas		•	•
74*	No intent but documented enrollment in a private school in Texas		•	•
07*	Intent to enroll in school out of state	•	•	•
06*	No intent but documented enrollment in school out of state	•	•	•
21*	Official transfer to another Texas public school district	•	m	m
22*	Alternative program working toward GED or diploma	•	m	•
72*	Alternative program by court order		•	•
23	Alternative program not in compliance with compulsory attendance and not working toward GED or diploma	•		
70	Alternative program not in compliance with compulsory attendance		•	•
71	Alternative program not working toward GED or diploma		•	•
60*	Withdrew for home schooling	•	•	•
24*	Entered college early to pursue degree	•	•	•
25	Entered college but did not pursue degree	•	•	•
Withdrawn by District				
76	Enrollment revoked due to absences			•
17*	Expelled for criminal behavior	•	•	
78*	Expelled for criminal behavior and could not return			•
79	Expelled for criminal behavior and could return but had not			•
26	Expelled for reasons other than criminal behavior	•	•	•
62*	Withdrawn for non-residence or falsified enrollment information	•	•	•
67*	Withdrawn for failure to provide immunization records		•	•
Other Reasons – School Related				
11	Withdrew/left school because of low or failing grades	•	•	•
12	Withdrew/left school because of poor attendance	•	•	m
13	Withdrew/left school because of language problems	•	•	•
27	Withdrew/left school because of TAAS failure	•	•	•
14	Withdrew/left school because of age	•	•	•
Other Reasons – Job Related				
02	Withdrew/left school to pursue a job	•	•	•
04	Withdrew/left school to join the military	•	•	•
Other Reasons – Family Related				
08	Withdrew/left school because of pregnancy	•	•	•
09	Withdrew/left school because of marriage	•	•	•
15	Withdrew/left school due to homelessness/non-permanent residency	•	•	•
66*	Removed from the district by Child Protective Services	•	m	•
Other Reasons				
03*	Deceased	•	•	•
10	Withdrew/left school due to alcohol or other drug abuse problem	•	•	•
16*	Returned to home country	•	•	•
30*	Withdrew/left school to enter a health care facility	•	•	•
61*	Incarcerated in a facility outside the boundaries of the district	•	•	•
65	Did not return to school after completing a JJAEP[e] term	•	•	•
99	Other (unknown or not listed)	•	•	•

[a]Codes with an astersk (*) are not included in the calculation of the dropout rate used for accountability purposes.
[b]"m" indicates that the wording of the code was modified slightly from the previous year. [c]Texas Assessment of Academic Skills.
[d]General Educational Development. [e]Juvenile Justice Alternative Education Program.

BEST COPY AVAILABLE

Table A-2. Leaver Reasons Reported, 1997-98 Through 1999-00

Code[a]	Leaver Reason	Number of Records[b] 1997-98	1998-99	1999-00
Completed High School Program				
01*	Graduated	197,186	203,393	212,925
19*	Completed graduation requirements except passing exit-level TAAS[c]	2,629	2,307	1,809
31*	Completed GED[d]	6,801	7,943	7,338
63*	Graduated previously, returned to school, left again	64	83	94
64*	Completed GED previously, returned to school, left again	843	572	627
Moved to Other Educational Setting				
28*	Intent to enroll in a public school in Texas	108,658	129,902	132,596
29*	Intent to enroll in a private school in Texas	6,896	7,815	8,501
05*	No intent but documented enrollment in a public or private school in Texas	26,777	—	—
73*	No intent but documented enrollment in a public school in Texas	—	19,543	18,650
74*	No intent but documented enrollment in a private school in Texas	—	868	1,080
07*	Intent to enroll in school out of state	29,597	34,807	35,039
06*	No intent but documented enrollment in school out of state	6,756	6,110	7,375
21*	Official transfer to another Texas public school district	5,812	6,471	4,643
22*	Alternative program working toward GED or diploma	17,851	19,772	21,011
72*	Alternative program by court order	—	281	1,387
23	Alternative program not in compliance with compulsory attendance and not working toward GED or diploma	3,103	—	—
70	Alternative program not in compliance with compulsory attendance	—	1,500	1,166
71	Alternative program not working toward GED or diploma	—	1,092	1,342
60*	Withdrew for home schooling	8,632	11,086	12,721
24*	Entered college early to pursue degree	332	441	297
25	Entered college but did not pursue degree	36	28	40
Withdrawn by District				
76	Enrollment revoked due to absences	—	—	688
17*	Expelled for criminal behavior	668	520	—
78*	Expelled for criminal behavior and could not return	—	—	248
79	Expelled for criminal behavior and could return but had not	—	—	31
26	Expelled for reasons other than criminal behavior	497	395	350
62*	Withdrawn for non-residence or falsified enrollment information	683	1,553	1,699
67*	Withdrawn for failure to provide immunization records	—	9	87
Other Reasons – School Related				
11	Withdrew/left school because of low or failing grades	515	474	377
12	Withdrew/left school because of poor attendance	9,007	8,310	7,389
13	Withdrew/left school because of language problems	11	14	7
27	Withdrew/left school because of TAAS failure	270	350	233
14	Withdrew/left school because of age	1,124	2,222	1,193
Other Reasons – Job Related				
02	Withdrew/left school to pursue a job	2,124	2,773	2,012
04	Withdrew/left school to join the military	79	89	70
Other Reasons – Family Related				
08	Withdrew/left school because of pregnancy	560	615	475
09	Withdrew/left school because of marriage	799	707	496
15	Withdrew/left school due to homelessness/non-permanent residency	131	250	217
66*	Removed from the district by Child Protective Services	395	722	988
Other Reasons				
03*	Deceased	795	727	776
10	Withdrew/left school due to alcohol or other drug abuse problem	54	67	47
16*	Returned to home country	7,515	9,876	10,676
30*	Withdrew/left school to enter a health care facility	776	1,210	1,447
61*	Incarcerated in a facility outside the boundaries of the district	5,529	5,163	5,802
65	Did not return to school after completing a JJAEP[e] term	96	127	110
99	Other (unknown or not listed)	19,809	18,193	15,256

[a]Codes with an asterisk (*) are not included in the calculation of the dropout rate used for accountability purposes.
[b](—) indicates code was not available (see Table A-1 for details). [c]Texas Assessment of Academic Skills. [d]General Educational Development.
[e]Juvenile Justice Alternative Education Program.

BEST COPY AVAILABLE

Appendix B.
Record Exclusions and Exit Reasons for Reported Leavers

Table B-1. Record Exclusions and Exit Reasons for Reported Leavers, After Dropout and Leaver Processing, 1997-98 Through 1999-00

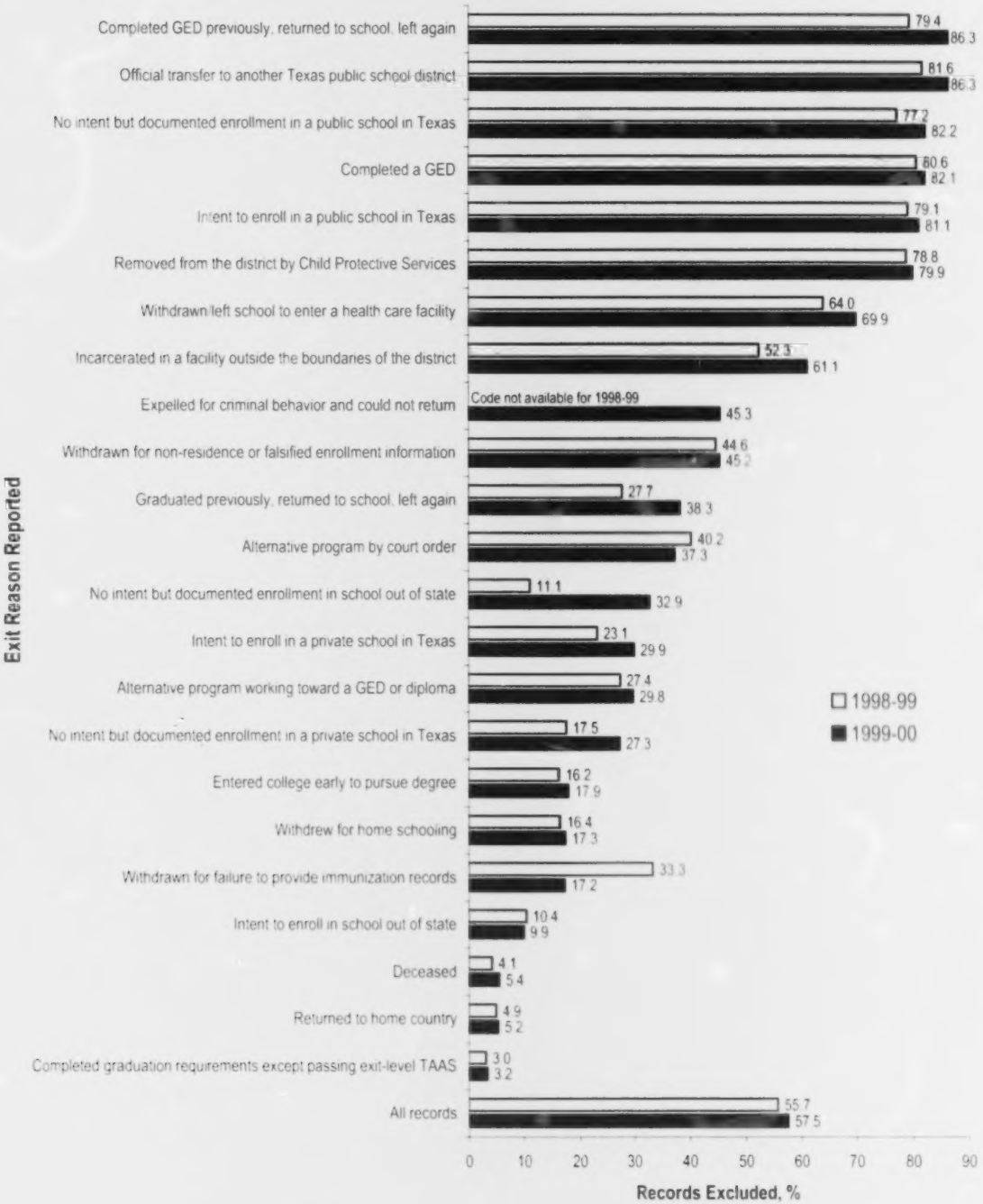
Reported Leavers and Exclusion or Exit Reason	1997-98		1998-99		1999-00	
	Number[a]	Percent	Number	Percent	Number	Percent
Reported Graduates	**197,186**	**41.7**	**203,393**	**40.1**	**212,925**	**41.1**
Leaver and Dropout Records Excluded	**133,292**	**28.2**	**158,285**	**31.2**	**165,384**	**31.9**
Reason for Record Exclusion:						
Found in Enrollment or Attendance	101,096	21.4	134,905	26.6	138,381	26.7
GED[b] Certificate	14,140	3.0	17,062	3.4	19,511	3.8
Graduate	1,339	0.3	1,988	0.4	3,738	0.7
Previous Dropout	1,954	0.4	1,608	0.3	1,333	0.3
ADA[c] Ineligible	508	0.1	459	0.1	318	0.1
Duplicate or Questionable Record	14,050	3.0	2,263	0.4	2,103	0.4
Qualified Leaver Reason (through 1997-98 only)	205	<0.1	—	—	—	—
Official Other Leavers	**114,421**	**24.2**	**118,488**	**23.3**	**116,644**	**22.5**
Exit Reason Reported:						
Out-of-State Transfer	31,946	6.8	36,577	7.2	36,495	7.0
In-State Transfer	32,308	6.8	32,798	6.5	29,045	5.6
Alternative Program	12,473	2.6	14,512	2.9	14,740	3.0
Home School	6,997	1.5	9,259	1.8	10,514	2.0
Return to Home Country	6,879	1.5	9,393	1.8	10,114	2.0
Private School	5,494	1.2	6,704	1.3	6,681	1.3
Incarcerated Outside District	2,740	0.6	2,458	0.5	2,253	0.4
Completed Graduation Requirements, but Failed to Pass TAAS[d]	2,520	0.5	2,238	0.4	1,748	0.3
GED[b]	2,155	0.5	1,656	0.3	1,304	0.3
Administrative Withdrawal	382	0.1	866	0.2	1,003	0.2
Deceased	727	0.2	697	0.1	733	0.1
Entered Health Care Facility	383	0.1	436	0.1	1,447	0.1
Entered College	268	0.1	367	0.1	242	0.1
Expelled for Criminal Behavior	397	0.1	314	0.1	—	—
Removed by Child Protective Services	131	<0.1	153	<0.1	988	<0.1
Previous Graduate	58	<0.1	60	<0.1	58	<0.1
Expelled, Could Not Return	—	—	—	—	133	<0.1
Documentation of Enrollment in Texas Public or Private School	8,563	1.8	—	—	—	—
Alternative Program by Court Order	—	—	—	—	1,387	0.5
Official Dropouts	**27,550**	**5.8**	**27,592**	**5.4**	**23,457**	**4.5**
All Reported Leavers	**472,449**	**100.0**	**507,758**	**100.0**	**518,410**	**100.0**

Note: Parts may not add to 100 percent because of rounding.

[a](—) Indicates code was not available (see Table A-1 for details). [b]General Educational Development. [c]Average Daily Attendance. [d]Texas Assessment of Academic Skills.

BEST COPY AVAILABLE

Figure B-1. Reported Leavers Found in Other Public Education Files, by Exit Reason



Student records were excluded from leaver counts if the students were found in graduate, GED recipient, attendance, or enrollment files. In addition, a very small number were excluded because of funding ineligibility or duplicate reporting.

Appendix C.
Leaver Reason Codes and Documentation Requirements in the Public Education Information Management System

Appendix C.
Leaver Reason Codes and Documentation Requirements in the Public Education Information Management System

Introduction

Table C-1 on pages 57-65 provides an expanded definition and specific guidelines on acceptable documentation for each of the leaver reason codes listed in Code Table C162 of the Texas Education Agency (TEA) *2000-2001 Public Education Information Management System (PEIMS) Data Standards* (TEA, 2000b). The table is organized into the following broad categories of leavers:

- Completed High School Program
- Moved to Other Educational Setting
- Withdrawn by District
- Other Reasons (School Related, Job Related, Family Related, and Other)

Compulsory Attendance

Several leaver reason codes make reference to the compulsory attendance law (Texas Education Code [TEC] §§25.085–25.086, 1999). The compulsory attendance law requires students to attend school until they are 18 years old. Following are two exceptions to this basic law that are relevant to leaver reporting.

1. The student is at least 17 years old, is attending a General Educational Development (GED) preparation program, and one of the following four conditions has been met:
   - the student has the permission of their parent or guardian to attend the program;
   - the student is required by court order to attend the program;
   - the student has established a residence separate from their parent or guardian; or
   - the student is homeless.
2. The student is at least 16 years old, is attending a GED preparation program, and one of the following two conditions has been met:
   - the student is recommended to take the course by a public agency that has supervision or custody of the student under court order; or
   - the student is attending a Job Corps program.

Acceptable Documentation

General Guidelines

Acceptable documentation consists of either a documented request for transcript or a written signed statement from the parent or guardian. Students who are married (or 18 years or older) may sign their own statement. Acceptable documentation also includes verification by the superintendent or authorized representative that the child has been enrolled in a nonpublic school or another program or institution leading to the completion of a high school diploma or GED certificate, has returned to their home country, is being home schooled, has enrolled in college in a program leading to an Associate's or Bachelor's degree, or has other similar circumstances.

Documentation must be signed and dated by an authorized representative of the district. The district should have a written policy stating who can act as an authorized representative for purposes of signing withdrawal forms and other leaver reason documentation.

Withdrawal forms completed by the parent/guardian or adult student should be signed by the parent/guardian or adult student as well as the district representative. Adult students include students who are 18 years old or older, students of any age who are married, and students who have established a separate residence from their parents or guardians.

An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or adult student. Written documentation of oral statements made by the parent/guardian or adult student (in person or by telephone) is acceptable documentation in some situations if it is signed and dated by the district representative.

A statement by an adult neighbor or other adult (other than the parent/guardian or adult student) is allowed only to document a student returning to home country. In all other cases, the documentation must be provided by the parent/guardian or adult student, or an educational or other institution.

Documentation is required for dropout reason codes as well as other leaver reason codes. Documentation supporting use of a leaver reason code must exist in the district at the time the leaver data are submitted (no later than the mid-January PEIMS Submission 1 resubmission date).

Merits of leaver documentation are assessed at the time the documentation is requested during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. These guidelines describe the most common types of documentation the investigator would expect to find supporting use of each leaver reason code. Other documentation that represents good business practice and shows a good faith effort on the part of the district to properly report leaver status will be evaluated on a case-by-case basis. Consideration will be given to different interpretations of documentation requirements followed by districts before these guidelines were released.

Intent to Enroll in Another School or Program

Intent to enroll elsewhere must be documented at the time the student withdraws or quits attending school – generally within 10 days of the last day the student attended school. If intent is not documented at that time, the district must acquire documentation that the student is enrolled elsewhere. For students who do not return to school in the fall after completing the prior school year, intent must be documented at the end of the prior school year.

Acceptable documentation of intent to enroll in another school or program is a copy of the withdrawal form (or similar form), completed at the time the student quits attending school in the district, and signed and dated by the parent/guardian or adult student (both signatures are not required) and an authorized representative of the school district (typically the withdrawing agent). The withdrawal form should indicate either where the family is moving, the name of the school the student will be attending, or that the student will be home schooled. An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or adult student.

A signed letter from the parent/guardian or adult student written at the time the student quits attending school in the district, stating that the student will enroll elsewhere or will be home schooled, is also acceptable documentation. Other acceptable documentation is written documentation of an oral statement by the parent/guardian or adult student made at the time the student quits attending school in the district, signed and dated by an authorized representative of the district.

Enrollment in Another School or Program

Acceptable documentation of enrollment in another school or educational program is a records request from the school or educational program in which the student is enrolled. Telephone requests must

be documented in writing, including the date of the call, the name of the school requesting the records, the name of the person making the request, and the name of the person who received the call.

A signed letter from the parent/guardian or adult student stating that the student is enrolled in another school or program is also acceptable documentation. The letter must state the name and location of the school or program in which the student is enrolled, or that the student is being home schooled. Other acceptable documentation is written documentation of an oral statement by the parent/guardian or adult student providing the name and location of the school or program in which the student is enrolled, or stating that the student is being home schooled, signed and dated by an authorized representative of the district.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (PEIMS)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
Completed High School Program	
01* Student graduated	Use for students who meet all graduation requirements (which includes passing the exit-level Texas Assessment of Academic Skills [TAAS]) at any time during the prior school year, including the summer following the close of the prior year. To graduate a student must satisfy the requirements under 19 Texas Administrative Code (TAC) Chapter 74, Subchapter B. Special education students must satisfy requirements under 19 TAC §89.1070. Students who complete a General Educational Development GED program are not reported as graduates. Students who complete all graduation requirements in one school year, but do not pass the exit-level TAAS until a later year, are reported as graduates in the year in which the TAAS test is passed. ***Documentation Requirement:*** Transcript showing sufficient credits, successful completion of TAAS, and a graduation seal.
19* Student failed exit TAAS, but has met all other graduation requirements	Use for students who completed all other graduation requirements but did not pass the exit-level TAAS before the end of the school year, and did not enroll in school the next year. If the student does enroll the next year, a leaver record is not submitted. ***Documentation Requirement:*** Transcript showing sufficient credits.
31* Student completed the GED, and district has acceptable documentation and student has not returned to school	***Documentation Requirement:*** Acceptable documentation is a copy of the GED certificate or some other written document provided by the testing company showing completion of the GED.
63* Student had graduated in a previous school year, returned to school, and then left again	This code may be used for students who graduated in the reporting district or from another district, state, or country. Students who graduate mid-year should be reported as graduates even if they return to school later in the same year. ***Documentation Requirement:*** Transcript showing sufficient credits, successful completion of TAAS, and a graduation seal.
64* Student had received a GED in a previous school year, returned to school to work toward the completion of a high school diploma, and then left	***Documentation Requirement:*** Acceptable documentation is a copy of the GED certificate or some other written document provided by the testing company showing completion of the GED.

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (cont.)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
Moved to Other Educational Setting	
28* Student withdrew from school with **declared intent** to enroll in another **Texas public school district**	Student withdrawn from school and parent/guardian or adult student indicated at time of withdrawal that the student would be enrolling in another Texas public school district, ***including charter schools*** (code 28), a private school in Texas (code 29), or a public or private school outside Texas (code 07). The district may or may not receive a records request from the other school, and is not required to follow up with the school the parent/guardian or adult student indicated the student would be attending. This code should be used when the parent/guardian or adult student indicates at the time the student quits attending school that the intent is for the student to enroll elsewhere. If the student intends to enroll in another school in the district, a leaver record is not submitted. ***Documentation Requirement:*** See requirements for documentation of intent to enroll in another school or program.
29* Student withdrew from school with **declared intent** to enroll in **a private school within Texas**	
07* Student withdrew from school with **declared intent** to enroll in another public or private **school outside Texas**	
73* Student withdrew from/left school with **no declared intent** to enroll elsewhere, but the district has received acceptable documentation of enrollment in another **school district in Texas**	These codes would be used in the following situations. (1) The parent/guardian or adult student withdraws the student but does not indicate at that time that the student will be enrolling elsewhere. They may indicate some other reason for the student to be leaving school or not indicate any reason. However, the district receives a records request or communication from the parent/guardian or adult student that the student is enrolled in another public school district in Texas, ***including charter schools*** (code 73); private school in Texas (code74); or public or private school outside Texas (code 6). (2) The student quits attending school without withdrawing but the district receives a records request or communication from the parent/guardian or adult student. (3) Student moves during the summer without withdrawing but the district receives a records request or communication from the parent/guardian or adult student. The district would change the original code assigned to the student, or add this code, when the records request or communication from the parent/guardian or adult student is received. If the original withdrawal date for the student is later than the date the student enrolled in the other school, the withdrawal date must be changed and all attendance accounting records affected by this change must be updated. ***Documentation Requirement:*** See requirements for documentation of enrollment in another school or program.
74* Student withdrew from/left school with **no declared intent** to enroll elsewhere, but the district has received acceptable documentation of enrollment in a **private school in Texas**	
06* Student withdrew from/left school with **no declared intent** to enroll elsewhere, but the district has received acceptable documentation of enrollment in another school district or private **school outside Texas**	
21* Student officially transferred to another Texas public school district through completion of ACC-041B, Transfers Prior to May 1	Form ACC-041B, Transfers Prior to May 1, is the official transfer form used when a student who lives in one school district transfers to a school in a neighboring school district. These transfers are approved by the superintendents of both districts; the students are coded with an Average Daily Attendance (ADA) eligibility code of 3 or 6 in the districts to which they transfer. This code should be used by districts that do not serve all grade levels for students in grades 7 or higher who have completed all grades offered in the home district and are being transferred to a neighboring district. ***Documentation Requirement:*** Required documentation is a copy of the ACC-041B, Transfers Prior to May 1, completed and signed by both superintendents or their authorized representatives.

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (cont.)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
22* Student withdrew from/left school to attend an alternative program (GED, Job Training Partnership Act [JTPA] program, trade school, drug rehabilitation program, etc.), is in compliance with compulsory attendance laws (Texas Education Code [TEC] §§25.085-25.086, 1999), and district has acceptable documentation that the student is working toward the completion of high school (diploma or GED certificate)	Use for students who are at least 17 years old and leave the district to enroll in state approved Adult Education and Family Literacy programs. If the student enrolls in one of these state-approved programs, the district does not need to determine compliance with compulsory attendance laws (state approved programs will not accept students unless they are in compliance) and does not need to confirm that the student is working toward completion of the GED (this is the only option these state-approved programs offer). Also use for migrant students who are at least 17 years old and leave the district to enroll in U.S. Department of Labor High School Equivalency Programs (HEP). If the student enrolls in a HEP, the district does not need to determine compliance with compulsory attendance laws and does not need to confirm that the student is working toward completion of the GED. Also use for students who are at least 16 years old and leave the district to enroll in Job Corps training programs. Job Corps is the only program in which 16 year olds can voluntarily enroll and still be in compliance with compulsory attendance laws. If the student enrolls in a Job Corps program, the district does not need to determine compliance with compulsory attendance laws and does not need to confirm that the student is working toward completion of the GED. Also use for students who are at least 17 years old and leave the district to enroll in programs other than state-approved Adult Education and Family Literacy, HEP, or Job Corps programs to work toward completion of a high school diploma or GED certificate. For alternative programs other than state-approved Adult Education and Family Literacy, HEP, or Job Corps programs the district must determine that the student is working toward a high school diploma or GED certificate because these programs may offer students other options such as job training. For 17 year old students, the district must also determine that the student meets one of three additional conditions of the compulsory attendance law: student has parent/guardian permission to attend the program, student has established a residence separate from the parent/guardian, or student is homeless. The district is not required to track the student's attendance or progress in the alternative program or to ascertain that the student actually obtains a high school diploma or GED certificate. Do not use for students 17 or younger who are court-ordered into an alternative program – use code 72. ***Documentation Requirement:*** See requirements for documentation of intent to enroll in another school or program and requirements for documentation of enrollment in another school or program. If the program is not a state approved Adult Education and Family Literacy, HEP, or Job Corps program, the documentation must indicate that the student is in compliance with the compulsory attendance law and is pursuing a high school diploma or GED certificate. Written documentation of an oral statement by a representative of the alternative program, signed and dated by an authorized representative of the school district, is acceptable.
70 Student withdrew from school to attend an alternative program (GED, JTPA, HEP, trade school, drug rehabilitation program, etc.) but is not in compliance with compulsory attendance laws	Use this code for students who leave the district to enroll in an alternative program but are not in compliance with the compulsory attendance law. The student may or may not be working toward a high school diploma or GED certificate. ***Documentation Requirement:*** Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student intends to or has enrolled in an alternative program.

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (cont.)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
71 Student withdrew from school to attend an alternative program (GED, JTPA, trade school, drug rehabilitation program, etc.), is in compliance with compulsory attendance laws, but district does not have acceptable documentation that student is working toward completion of high school (diploma or GED certificate)	Use for students who are at least 18 years old and leave the district to enroll in alternative programs but are not working toward completion of a high school diploma or GED certificate. For example, a student who leaves the district to enroll in a job training program could be assigned leaver reason code 71. ***Documentation Requirement:*** Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or adult student) indicating that the student intends to or has enrolled in an alternative program.
72* Student was withdrawn from school by court order to attend a specific alternative program, is under compulsory attendance age, and district has a copy of the court order on file	Use for students 17 and younger who are court-ordered into an alternative program. The district is not required to confirm enrollment or attendance in the court-ordered program. ***Documentation Requirement:*** Copy of the court order.
60* Student withdrew at request of student, parent, guardian, or other person with legal control of the student for home schooling	Student withdrawn from or left school and parent/guardian or adult student indicates at time of withdrawal that the student will be home schooled or when contacted by district that the student is being home schooled. The district is not required to obtain evidence that the program being provided meets educational standards. ***Documentation Requirement:*** See requirements for documentation of intent to enroll in another school or program and requirements for documentation of enrollment in another school or program.
24* Student withdrew from/left school to enter college with documentation that he or she is working towards an Associate's or Bachelor's degree	This code is for students who leave secondary school to enter college early. It should be used for students who are enrolled full-time (at least nine credit hours per semester). ***Documentation Requirement:*** See requirements for documentation of intent to enroll in another school or program and requirements for documentation of enrollment in another school or program. Documentation of enrollment in a college or university must indicate that the student is enrolled full-time in an academic program.
25 Student withdrew from/left school to enter college with no evidence of working towards an Associate's or Bachelor's degree	This code can be used for students who enroll in college but do not meet the criteria described under code 24. For example, a student who enrolls in one electronics course at the local community college could be assigned leaver reason code 25. ***Documentation Requirement:*** Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student intends to enroll or has enrolled in college.

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (cont.)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
Withdrawn by District	
78* Student was expelled for behavior qualifying as a Class C misdemeanor or worse (Code of Criminal Procedure), the behavior occurred on school property or at school-related functions, and failure to attend school results from either (1) adjudication for conduct that was delinquent or indicates a need for supervision per Section 51.03 of the Family Code, or (2) conviction of and sentencing for an offense under the Penal Code	This code is used for situations in which: • the student was expelled under the provisions of TEC §37.007 (1999), and • the term of expulsion has not expired or the student's failure to attend school is due to court action. ***Documentation Requirement:*** Due process documentation supporting the expulsion.
79 Student was expelled for behavior qualifying as a Class C misdemeanor or worse (Code of Criminal Procedure), the behavior occurred on school property or at school-related functions, but failure to attend school is neither a result of (1) adjudication for conduct that was delinquent or indicates a need for supervision per Section 51.03 of the Family Code, nor (2) conviction of and sentencing for an offense under the Penal Code	This code is used for situations in which: • the student was expelled under the provisions of TEC §37.007 (1999), and • the term of expulsion has expired, and • the student's failure to attend school is not due to court action. ***Documentation Requirement:*** Due process documentation supporting the expulsion.
26 Student was expelled (due to reasons other than criminal behavior), with no further participation in a school or educational program to continue working towards the completion of a high school diploma or GED certificate	All expulsions are included in TEC §37.007 (1999). Refer to leaver reason codes 78 and 79.
62* Student was withdrawn by the district when it was discovered that the student was not a resident or had falsified enrollment information	***Documentation Requirement:*** Due process documentation supporting the withdrawal.
67* Student was withdrawn from school after failing to provide immunization records within 30 days of enrollment	With few exceptions, students enrolling in Texas public schools must be immunized against specified contagious diseases. Under Texas Department of Health rules districts must provisionally admit students who have begun the required immunizations but may withdraw those who do not complete the immunizations within 30 days. ***Documentation Requirement:*** Due process documentation supporting the withdrawal.

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (cont.)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
76 Student age 18 or over, district revoked enrollment because student had more than five unexcused absences in a semester	A 1999 change to the compulsory attendance law (TEC §25.085, 1999) allows districts to revoke for the remainder of the school year the enrollment of a student age 18 or older who has more than five unexcused absences in a semester. ***Documentation Requirement:*** Due process documentation supporting the revocation.
Other Reasons	
School-Related Concerns	
11 Student withdrew from/left school because of low or failing grades	These codes should be used if the parent/guardian or student indicates verbally or in writing that the reason the student is leaving school or has left school is because of low or failing grades (code 11), poor attendance (code 12), limited English proficiency (code 13), age (code 14), or TAAS failure (code 27). Whether the parent/guardian or student completes withdrawal papers or the student just stops coming to school is not relevant to assigning these codes. These codes may also be assigned based on district review of the student's history of attendance and academic performance before leaving school. ***Documentation Requirement:*** Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or has left school because of low or failing grades (code 11), poor attendance (code 12), limited English proficiency (code 13), age (code 14), or TAAS failure (code 27).
12 Student withdrew from/left school because of poor attendance, enrollment not revoked by district	
13 Student withdrew from/left school because of language problems	
14 Student withdrew from/left school because of age	
27 Student failed exit TAAS, has not met all other graduation requirements, and has no evidence of further participation in a school or educational program to continue working towards the completion of a high school diploma or GED certificate	
Job-Related Concerns	
02 Student withdrew from/left school to pursue a job	These codes should be used if the parent/guardian or student indicates verbally or in writing that the reason the student is leaving school or has left school is to pursue a job (code 02) or join the military (code 04). Whether the parent/guardian or adult student completes withdrawal papers or the student just stops coming to school is not relevant to assigning these codes. ***Documentation Requirement:*** Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or left school to pursue a job (code 02) or join the military (code 04).
04 Student withdrew from/left school to join the military	

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (cont.)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
Family-Related Concerns	
08 Student withdrew from/left school because of pregnancy	This code should be used only if the parent/guardian or student indicates verbally or in writing that the student is leaving school or left school because of pregnancy. This code should not be assigned based only on the fact that the student is pregnant at the time she leaves school. This code can be used for male or female students. ***Documentation Requirement:*** Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or left school because of pregnancy.
09 Student withdrew from/left school to marry	This code should be used only if the parent/guardian or student indicates verbally or in writing that the student is leaving school or left school because of marriage. The district is not required to confirm that the student is married. ***Documentation Requirement:*** Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or left school because of marriage.
15 Student withdrew from/left school due to homelessness or non-permanent residency	***Documentation Requirement:*** Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or left school because of homelessness or non-permanent residency.
66* Student was removed from the district by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment	This code applies only to Child Protective Services. Private agencies that provide asylum for students do not have the legal authority to remove students from school. ***Documentation Requirement:*** Due process documentation supporting this withdrawal.
Other Concerns	
03* Student died while enrolled in school or during the summer break after completing the prior school year	***Documentation Requirement:*** Acceptable documentation is a copy of the death certificate or obituary.
10 Student withdrew from/left school due to alcohol or other drug abuse problems	This code should be used only if the parent/guardian or student indicates verbally or in writing that the student is leaving school or left school due to alcohol or other drug abuse problems. Student does not have to be admitted into a treatment program. ***Documentation Requirement:*** Any written documentation (including documentation of oral statements by the parent/guardian or adult student) indicating that the student is leaving school or left school due to alcohol or other drug abuse problems.

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (cont.)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
16* Student withdrew from/left school with documentation of having returned to home country, but with no evidence of enrollment in school in home country	Use for students whose families are leaving the United States. The citizenship of the student is not relevant in assigning this code. This code can also be used for foreign exchange students. ***Documentation Requirement:*** Acceptable documentation is a copy of the Transfer Document for Binational Migrant Student completed at the time the student withdraws from school, signed and dated by an authorized representative of the school district. Acceptable documentation is also a copy of the withdrawal form (or similar form) signed and dated by the parent/guardian or adult student (both signatures are not required) and an authorized representative of the school district (typically the withdrawing agent). The withdrawal form should indicate that the student is leaving school because the family is returning to the home country and should specify the destination. An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or adult student. A signed letter from the parent/guardian or adult student stating that the student is leaving school because the family is returning to the home county is also acceptable documentation. Other acceptable documentation is written documentation of an oral statement by the parent/guardian, adult student, or other adult with knowledge of the family's whereabouts, signed and dated by an authorized representative of the school district.
30* Student withdrew from/left school to enter a health care facility	Health care facilities provide medical and/or rehabilitation services. They include hospitals, nursing homes, cancer treatment centers, burn centers, drug and rehabilitation facilities, and mental health treatment facilities. In Texas, school districts are required to serve students in health care facilities located within the boundaries of the district. If the student is being served by the district, a leaver record is not submitted. Use this code for private health care facilities that provide their own educational programs. Also use for students who are entering a health care facility outside the district if the district does not know which school district will be providing educational services to the student. Use for students who are entering health care facilities outside Texas. ***Documentation Requirement:*** See requirements for documentation of intent to enroll in another school or program and requirements for documentation of enrollment in another school or program. These requirements also apply to students withdrawing from/leaving school to enter a health-care facility.

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Table C-1.
Leaver Reason Codes in the Public Education Information Management System (cont.)

Leaver Code and Code Translation	Explanation/Clarification and Documentation Requirements
61* Student was incarcerated in a facility outside the boundaries of the district	This code applies to juveniles as well as adult students incarcerated in facilities such as juvenile detention centers or jails outside the boundaries of the district. In Texas, school districts are required to serve students incarcerated in facilities located within the boundaries of the district. If the student is being served by the district, a leaver record is not submitted. Do not use this code for students who are placed in a Juvenile Justice Alternative Education Program (JJAEP). If the student is enrolled in a JJAEP, a leaver record is not submitted. ***Documentation Requirement:*** Acceptable documentation is written documentation from the facility in which the student is incarcerated. A signed statement from the parent providing the name and location of the facility in which the student is incarcerated is also acceptable documentation. Other acceptable documentation is written documentation of an oral statement by the parent/guardian providing the name and location of the facility in which the student is incarcerated, signed and dated by an authorized representative of the district.
65 Student did not return to school after completing a JJAEP term, and the student has not graduated or completed/received a GED	Do not use this code for students who enroll in another school district or private school after completing a JJAEP term.
99 Other (reason unknown or not listed above)	This code is used for students who are withdrawn by the school district after a period of time because they have quit attending school and their reason for leaving is not known. It is also used for students who withdrew from/left school for reasons not listed above.

* School leavers coded with this leaver reason code are not included in the calculation of the dropout rate used for accountability purposes.

Appendix D.
Dropout Data Collection and Reporting in Texas and Other States

Appendix D.
Dropout Data Collection and Reporting in Texas and Other States[a] (see notes next page)

	Data Collection			Type of Rate					Student Groups			Public Reports			
	Unit of Collection	Grades Included	NCES Definitions[b]	Annual Dropout Rate	Longitudinal Dropout Rate	Completion	Graduation	Attrition	Race Ethnicity	Gender	Socioeconomic Status	State	District/County	School	Used in Accountability System
Alabama	student	9-12	X	X	projected				X	X		X	X	X	no
Arizona	school	7-12	X	X			X		X	X		X	X	X	no
California	district	9-12		X	projected		X		X	X		X	X		no
Colorado	school	7-12	X	X		X	X		X	X		X	X	X	no
Florida	student	9-12		X			X		X	X		X	X	X	yes
Georgia	school	6-12	X	X		X	X		X	X		X	X	X	no
Illinois	school	9-12	X	X			X	X	X	X		X	X	X	no
Indiana	school	7-12		X			X					X	X	X	yes
Kentucky	school	7-12	X	X					X	X		X	X	X	yes
Louisiana	student	7-12	X	X								X	X	X	yes
Maryland	school	9-12	X	X		X	X		X	X		X	X	X	yes
Massachusetts	school	6-12	X	X	projected		X		X	X		X	X	X	no
Michigan	school	9-12		X	projected	estimated	estimated					X	X	X	no
Minnesota	student	7-12	X	X	X	X			X	X		X	X		no
Missouri	district	9-12	X	X			X		X			X	X		no
New Jersey	student	6-12	X	X					X	X		X	X	X	yes
New York	school	9-12		X								X	X	X	yes
North Carolina	school	7-12		X								X	X	X	no
Ohio	district	7-12	X	X			X			X		X	X		yes
Pennsylvania	school	7-12	X	X	(2001)		X		X	X		X	X	X	no
Tennessee	district	9-12	X	X	X		X		X	X		X	X		yes
Texas	**student**	**7-12**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**yes**
Virginia	district	7-12	X	X			X		X	X		X	X		no
Washington	student	9-12		X			X					X	X		no
Wisconsin	school	7-12	X	X			X		X	X		X	X	X	no

[a]These represent the 25 most populous states based on the 2000 Census. [b]These data are from the National Center for Education Statistics (NCES) *Dropout Rates in the United States: 1999*.
[c]The graduation rate is use for accountability purposes.

BEST COPY AVAILABLE

Notes for Appendix D

Data Collection

Unit of Collection. What is the smallest level of data collected by the state education agency – student, school, or district/county?

Grades Included. What grades are included in the data collection?

NCES Definition

Does the agency use the National Center for Education Statistics (NCES) definition of a dropout? Since these data were reported to NCES based on 1997-98 data, some states may have since started using the NCES definition.

Type of Rate

Annual Dropout Rate. Does the agency report an annual dropout rate?

Longitudinal Dropout Rate. Does the agency report a longitudinal dropout rate?

Completion. Does the agency report a completion rate?

Graduation. Does the agency report a graduation rate or graduation number?

Attrition. Does the agency report an attrition rate?

Student Groups

Race Ethnicity. Does the agency disaggregate information by race/ethnicity?

Gender. Does the agency disaggregate information by gender?

Socioeconomic Status. Does the agency disaggregate information by socioeconomic status?

Public Reports

State. Does the agency report a state dropout rate?

District/County. Does the agency report dropout rates by school district or county?

School. Does the agency report dropout rates by school/campus?

Used in Accountability System

Is the dropout rate used to rate school and/or district performance?

State Website Addresses

Alabama	http://www.alsde.edu/
Arizona	http://www.ade.state.az.us/
California	http://goldmine.cde.ca.gov/
Colorado	http://www.cde.state.co.us/
Florida	http://www.firn.edu/doe/
Georgia	http://www.doe.k12.ga.us/
Illinois	http://www.isbe.state.il.us/
Indiana	http://www.doe.state.in.us/
Kentucky	http://www.kde.state.ky.us/
Louisiana	http://www.doe.state.la.us/
Maryland	http://www.msde.state.md.us/
Massachusetts	http://www.doe.mass.edu/
Michigan	http://www.mde.state.mi.us/
Minnesota	http://www.cfl.state.mn.us/
Missouri	http://services.dese.state.mo.us/
New Jersey	http://www.state.nj.us/education/
New York	http://www.emsc.nysed.gov/
North Carolina	http://www.dpi.state.nc.us/
Ohio	http://www.ode.state.oh.us/
Pennsylvania	http://www.pde.psu.edu/
Tennessee	http://www.state.tn.us/education/
Texas	http://www.tea.state.tx.us/
Virginia	http://www.pen.k12.va.us/
Washington	http://www.k12.wa.us/
Wisconsin	http://www.dpi.state.wi.us/

Appendix E.
Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate

Appendix E.
Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate

Students in the Attrition Rate Who Are Not Counted as Dropouts in the Longitudinal Rate

Graduates: The attrition rate includes early graduates and any on-time graduates who were not enrolled in Grade 12 in the fall of 1998-99.

GED: The attrition rate includes students who received a GED certificate rather than a high school diploma.

Continuing Students: The attrition rate includes continuing students if they were not in Grade 12 in 1998-99. The most common reason for students to fall behind a grade level is retention in Grade 9.

Transfers Out: The attrition rate includes all students who transferred out of Texas public schools or left for any reason. The longitudinal rate excludes transfers and students who left Texas public schools for reasons other than dropping out. Exclusions from the longitudinal rate include:

- Enroll in another educational setting (public school, private school, alternative school leading to a diploma or GED certificate, home schooling, or entered college early in Texas or out of state)
- Withdraw with intent to enroll elsewhere
- Returned to home country
- Removed by district (expelled for criminal behavior, falsified enrollment information, no immunization, etc.)
- Entered health care facility or incarcerated outside district
- Removed by Child Protective Services
- Died
- Destination not reported to TEA by school districts (before 1997-98)

Transfers In and Growth: Some attrition rates include a growth adjustment that is an estimate of the number of students transferring into Texas public schools. The attrition rate calculated by TEA is not adjusted for growth. The longitudinal rate assigns all transfers in to the appropriate cohort and determines outcomes in the same way that outcomes for starting Grade 9 students are determined.

Students Previously Counted: The 1999 attrition rate includes students from the class of 1998 who were repeating Grade 9 in 1995-96. These students were also included in the 1998 attrition rate.

Data Errors: The attrition rate includes students removed from the longitudinal calculation because their status cannot be determined due to data errors.

Students Included in Both the Longitudinal Dropout Rate and the Attrition Rate

Both the longitudinal dropout rate and the attrition rate include students in the class of 1999 who left school before graduation for the following reasons:

- Academic performance (poor attendance, low grades, failing TAAS, etc.)
- Employment (pursue job or join military)
- Family (marriage or pregnancy)
- Alternative education (not leading to a diploma or GED certificate)
- Discipline (failure to return following expulsion or JJAEP term)
- Alcohol or other drug abuse problems
- Whereabouts unknown

Dropouts in the Longitudinal Rate Who Are Not Included in the Attrition Rate

The longitudinal dropout rate includes the following students who are excluded from the attrition rate:

- *Grade 12 Dropouts*: The attrition rate does not include students who enroll in Grade 12 in 1998-99 but drop out before graduating.
- *Military District and Charter School Dropouts*: The attrition rate does not include students who drop out from districts located on military bases or charter schools.

Grade 9-12 Attrition Rate
Students from the class of 1999 who for any reason were not enrolled in Grade 12 in a Texas public school in the fall of the 1998-99 school year

Grade 9-12 Longitudinal Dropout Rate
Students from the class of 1999 who dropped out under the accountability dropout definition

BEST COPY AVAILABLE

Table E-1. Reconciliation of the Texas Education Agency Attrition and Longitudinal Dropout Counts, Grades 9-12, Texas Public Schools, 1999

Attrition count[a]	123,375
Longitudinal dropout count	20,231
Difference in counts	**103,144**

Sources of differences in counts: The longitudinal dropout and attrition counts differ in three primary ways: (1) in determining the final status of students; (2) in defining the initial cohorts; and (3) in counting transfers in and out of the public school system.

	Plus	Minus	Difference
Final Status			**36,494**
• Graduates before 1999 not enrolled in Grade 12 in the fall of 1998	6,849		
• 1998-99 graduates not enrolled in Grade 12 in the fall of 1998	9,897		
• General Educational Development certificate recipients not enrolled in Grade 12 in the fall of 1998	8,491		
• Students continuing school, but not in Grade 12 by the fall of 1998	13,694		
• 1998-99 dropouts who were enrolled in Grade 12 in the fall of 1998		2,437	
Cohorts			**34,361**
• The attrition count begins with all students enrolled in Grade 9, including those repeating Grade 9. The longitudinal count assigns each student to one and only one cohort, so only first-time Grade 9 students are counted.	51,939		
• The attrition count ends with all students in Grade 12, regardless of when they began Grade 9. The longitudinal count includes only those Grade 12 students who began Grade 9 with the cohort.		17,578	
Transfers and Growth			**32,734**
• An attrition rate may include a growth factor; that is, an estimate of students transferring into the Texas public school system. Students transferring out are included in the attrition count itself.	0[b]		
• The longitudinal cohort counts and adds transfers-in on grade level.		59,728	
• Students leaving the public school system for any reason other than dropping out are subtracted from the longitudinal dropout count.	92,462		
Errors in Student Records and Data Anomalies			**-445**
• To track students from year to year in the longitudinal rate requires that students have valid identification records. Students with errors that prevent tracking have to be excluded from the cohort. The attrition rate uses aggregate counts and so includes records of Grade 9 students who cannot be tracked.	5,607		
• Grade 12 enrollment for the attrition count includes students with identification errors. The longitudinal count excludes them.		5,367	
• It is not possible to place all students records in one or the other count, or both, because the decision rules and counts are based on different types of student data records.		685	
All Differences			**103,144**

[a]Enrollment in Grade 9 in the fall of the 1995-96 school year minus enrollment in Grade 12 in the fall of the 1998-99 school year.
[b]The Texas Education Agency does not include a growth factor in the attrition calculation.

BEST COPY AVAILABLE

Appendix F.
Dropout Policy in Texas

Appendix F.
Dropout Policy in Texas

Current concerns over at-risk behavior and dropping out of school can be traced to the education reform movement of the early 1980's (Roderick, 1993). In 1983, *A Nation at Risk* deplored the condition of education in the United States (National Commission on Excellence in Education, 1983). A year later, the Texas Legislature passed House Bill (HB) 72, which mandated sweeping reforms in the state's public education system. The bill, among other changes, increased graduation requirements, established a minimum competency testing program with an exit-level test for graduation, prohibited social promotion, limited the number of permissible absences, and linked participation in extracurricular activities to academic standards with a "no pass no play" policy.

HB 72 also addressed high school dropouts. The legislation authorized TEA to implement a system for collecting data on student dropouts and to begin developing a program to reduce the statewide longitudinal dropout rate to no more than 5 percent (TEC §11.205, 1986). At the same time, the bill directed the Texas Department of Community Affairs (TDCA) to assess the state's dropout problem and its effect on the Texas economy. Under contract with TDCA, the Intercultural Development Research Association (IDRA) conducted much of the research, known as the Texas School Dropout Survey Project, and presented a report to the 69th Legislature (IDRA, 1986).

IDRA estimated that a third of Texas students dropped out before completing high school. The dropout rates for African Americans and Hispanics were notably higher than that for White students. The reasons most frequently cited by students for leaving school included failing grades, excessive absences, marriage and pregnancy, and financial difficulties at home. Few Texas school districts reported having dropout prevention programs, and fewer still had evaluation data for those programs. Finally, the report estimated that losses in potential earnings and tax revenues to the state for each cohort of dropouts were substantial.

Alarmed by the magnitude of the dropout problem in Texas and questioning the effectiveness of existing reform efforts to help students at risk of dropping out, the legislature passed HB 1010 in 1987 (Frazer, Nichols, & Wilkinson, 1991). HB 1010 substantially increased state and local responsibilities for collecting student dropout information, monitoring dropout rates, and providing dropout reduction services (TEC §§11.205-11.207, 1988). TEA was required to establish a statewide dropout information clearinghouse and to form, along with eight other state agencies, an interagency council to coordinate policies and resources for dropouts and at-risk students. A definition of a dropout was added to statute. In addition, the agency was directed to produce biennial reports for the legislature presenting a broad range of statewide dropout statistics and a systematic plan to reduce dropout rates for all segments of the student population. HB 1010 also required school districts to designate one or more at-risk coordinators and to provide remedial and support programs for students at risk of dropping out of school.

In conjunction with these legislative initiatives, the State Board of Education (SBOE) took action in 1987 to increase the "holding power" of Texas schools. The board amended the Texas Administrative Code (TAC) to require that districts adopt policies outlining academic options available to students at risk of dropping out (19 TAC §75.195). Under the rule, each school district was directed to have in place, by September 1, 1988, a plan designed to identify potential dropouts and help them stay in school. A student in Grades 7-12 was identified as "at risk" if he or she met one or more of the following conditions (19 TAC §75.195):

- the student had been retained one or more times in Grades 1-6 based on academic achievement and remained unable to master the essential elements at the current grade level;
- the student was two or more years below grade level in reading or mathematics;

- the student had failed at least two courses in one or more semesters and was not expected to graduate within four years of entering ninth grade; or
- the student had failed one or more of the reading, writing, or mathematics sections of the Texas Educational Assessment of Minimum Skills (TEAMS), beginning with the seventh grade.

In addition to these criteria, specified in statute, the board rules permitted school districts to consider any environmental, familial, economic, social, developmental, or other psychosocial factors that may have contributed to a student's inability to progress academically.

Also in 1987, the SBOE adopted the first long-range plan for Texas public school education (SBOE, 1987). Calling at-risk students one of the focal points of the four-year plan, the board affirmed its commitment to help close the achievement gap between disadvantaged and other students. The plan called for programs to reduce the dropout rate and encourage higher attendance. Dropout reduction has been a component of each subsequent long-range plan adopted by the SBOE (1991, 1995, 2000).

In 1989, the 71st Legislature passed a number of bills focused on dropouts and at-risk students. Under HB 850, known as the driver's license law, an individual under the age of 18, who had neither graduated from high school nor obtained a General Educational Development certificate (GED), could not receive a license to drive unless he or she: (a) was enrolled in school and had attended at least 80 days the previous semester; or (b) had been enrolled for at least 45 days in a high school equivalency program.

Senate Bill (SB) 152 directed the SBOE to set an annual dropout rate target for Texas that would reduce the statewide longitudinal dropout rate to 5 percent by 1997-98. Districts in which 100 or more students dropped out and those in which 5 percent or more of the students were identified as being at risk were required to prepare a dropout reduction plan. Each year, districts exceeding the state target dropout rate were required to allocate a percentage of their compensatory education funds to remedial and support programs for at-risk students.

Senate Bill 1668 expanded the criteria for identifying at-risk students to include prekindergarten through Grade 6. It also authorized the SBOE to adopt rules under which school districts could use community-based dropout recovery education programs to provide alternative education for at-risk youths. In addition, the bill directed school districts to notify the parents of eligible children about prekindergarten programs offered. Finally, SB 1668 required TEA and the Texas Commission on Alcohol and Drug Abuse to assist regional education service centers in establishing substance abuse prevention and intervention programs in the public schools.

SB 417 contained several provisions related to dropout prevention and reduction. The age at which a student must begin school was lowered from seven to six, and the compulsory attendance age was raised from 16 to 17. The five-day absence rule enacted in HB 72 was replaced with a requirement that a student attend class at least 80 days per semester to receive course credit. SB 417 also added to the criteria for school district accreditation a measure of the effectiveness of district dropout prevention and recovery programs.

For dropouts under the age of 19 who returned to school, a "second chance" program was created through the Office of the Governor. The program offered rewards for graduating, ranging from tuition credits for higher education to various employment opportunities. Finally, SB 417 established a number of pilot programs for at-risk students, including: programs aimed at early intervention for students in prekindergarten through the elementary grade levels; school-age parenting and pregnancy programs; education and involvement programs for parents of at-risk youths; and a program to prepare at-risk students to earn high school equivalency certificates.

In 1993, the legislature again expanded the list of at-risk criteria, this time to address student pregnancy and parenthood. When the Texas Education Code was readopted in 1995, the definition of a

dropout was eliminated. SBOE authority to promulgate rules regarding at-risk classification and dropouts was also repealed. The definition of a dropout in the TAC and provisions that allowed school districts to consider risk factors other than those identified in statute were subsequently repealed by the SBOE. Thereafter, school districts were restricted to statutory criteria when reporting numbers of students identified as at risk through the state's Public Education Information Management System (PEIMS). The *PEIMS Data Standards* (cf. TEA, 2000b) provided the operational definition of a dropout.

The legislature also removed the requirement that districts prepare separate dropout reduction plans. Local dropout reduction efforts were included in district and campus improvement plans (TEC §§11.252-11.253, 1996). Districts were still obligated to provide compensatory and accelerated instruction to students who were at risk of dropping out of school (TEC §29.081, 1996).

At the state level, the goals of reducing the cross-sectional and longitudinal dropout rates to 5 percent were readopted, as were the requirements that TEA report dropout data collected from school districts and publish a state plan to reduce the dropout rate (TEC §§39.181-39.185, 1996). Dropout statistics were required to be reported annually as part of comprehensive biennial and interim reports to the legislature. Language referring to a state dropout information clearinghouse and interagency task force was not included in the revised code.

In 1997, the compulsory attendance age was again raised, requiring a student to attend school until his or her 18th birthday. A number of bills passed in 1999 by the 76th Legislature focused on dropout prevention. Standards were adopted for community-based dropout recovery education programs. Also, money was made available to school districts to create special programs for Grade 9 students who were not expected to meet the academic requirements to advance to Grade 10 and for after-school programs for middle-school-age students. Other programs targeted preschool and the early elementary grades.

In 2001, the Texas Legislature signaled a subtle but important shift in the state's focus on reducing the student dropout rate when HB 1144 added district Grade 9-12 completion rates to the list of performance indicators in statute. This measure, as a complement to the dropout rate, provides an indicator of student and school success rather than failure. HB 1144 also requires an annual independent audit of school district dropout data submissions. The audits will begin with dropout records for students who drop out during the 2001-02 school year.

Under SB 702, TEA's comprehensive report to the legislature on the status of public education in Texas was changed from a biennial to an annual publication. New dropout information required in the *Comprehensive Annual Report* includes: projected cross-sectional and longitudinal dropout rates for Grades 9-12; dropout rates of students placed in alternative education programs; and completion rates for students in Grades 9-12. In addition, the report must include a comparison of the performance of open-enrollment charter schools predominantly serving students at risk of dropping out of school with the performance of regular school districts.

Appendix G.
History of Texas Education Agency Dropout Definition

Appendix G.
History of Texas Education Agency Dropout Definition

A dropout was defined in law in 1987 as a student in Grades 7-12 who does not hold a high school diploma or the equivalent and who is absent from school for 30 or more consecutive days with no evidence of being enrolled in another public or private school (Texas Education Code [TEC] §11.205, 1988). As implemented by the State Board of Education, students with an approved excuse were excluded from the dropout definition, as were students who returned to school the following semester or school year (19 Texas Administrative Code [TAC] §61.64, 1988). This definition is operationalized in the *Public Education Information Management System (PEIMS) Data Standards* (cf. TEA, 2000b). The first PEIMS dropout records were submitted for students dropping out during the 1987-88 school year.

The original dropout definition in the *1988-89 PEIMS Data Standards* did not count as dropouts students who received a General Educational Development (GED) certificate because the GED testing program was developed as a means of objectively certifying whether an individual had educational development equivalent to that of a high school graduate. Students who transferred to other educational settings leading to a high school diploma, GED certificate, or college degree were also excluded. Students who withdrew to enter health care facilities and those incarcerated in correctional facilities were also not included in the dropout definition.

Beginning with the 1992-93 dropout rate, the Texas Education Agency (TEA) searched dropout data for prior years to identify previously reported dropouts. These repeat dropouts were removed from the dropout count for the current year. Also beginning in 1992-93, students expelled for committing certain types of criminal behavior on school property or at school-related events were removed from the dropout count if the term of expulsion had not expired. In 1999, Senate Bill (SB) 103 amended the accountability statute to exclude all expelled students from the dropout count during the term of expulsion.

Legislative direction given at the time the revised Texas Education Code was adopted in 1995 indicated that, in deleting the dropout definition from code, it was intended that students who meet all graduation requirements but do not pass the exit-level Texas Assessment of Academic Skills not be counted as dropouts. Also beginning that year, students who withdraw from school to return to their home countries are not counted as dropouts, even if the district does not have evidence that the students have re-enrolled in school.

When the age of compulsory attendance was raised from 16 to 17 in 1989, an exemption was added for students who are at least 17 years old and enrolled in a GED preparation program. In 1999, SB 1472 added an exemption for students who are at least 16 and enrolled in a Job Corps program.

In 2001, the legislature revisited the exemption of students not attending school due to residence in correctional facilities or residential treatment centers. Under House Bill 457, a student who fails to enroll in school after release from one of these facilities will no longer be counted as a dropout for the district in which the facility is located if that district is not the student's home district. Table G-1 on page 81 shows the evolution of the TEA dropout definition.

Table G-1. Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Year	Dropout Definition	Data Processing
1987-88	A dropout is defined in the Texas Education Code, Texas Administrative Code, and *Public Education Information Managements System (PEIMS) Data Standards* as a student in Grades 7-12 who does not hold a high school diploma or the equivalent and is absent from school for 30 or more consecutive days. Students with an approved excuse or documented transfer are excluded from the dropout definition, as are students who return to school the following semester or year.	The Texas Education Agency (TEA) begins collecting individual student-level records for students who drop out of school.
1990-91		TEA begins collecting individual student-level enrollment records and graduate records. An automated search of enrollment records is instituted, and reported dropouts found to be enrolled in another Texas public school district the following year are removed from the dropout count.
1992-93	Students previously counted as a dropout, back to 1990-91, are removed from the dropout count. Students expelled for committing certain types of criminal behavior on school property or at school-related events are removed from the dropout count during the term of expulsion.	TEA begins collecting individual student-level attendance records. An automated search of attendance records is instituted, and reported dropouts found to be in attendance in another Texas public school district later in the year are removed from the dropout count. An automated search of graduate records and General Educational Development (GED) certificate records is instituted, and reported dropouts found to have graduated or received a GED are removed from the dropout count.
1994-95	The definition of a dropout is removed from state law and State Board of Education rule. Students who meet all graduation requirements but fail the exit-level Texas Assessment of Academic Skills (TAAS) are removed from the dropout count. Students who return to their home countries are excluded from the dropout count even if there is no evidence that they have re-enrolled in school.	
1995-96	Students who enroll in alternative programs that are not state approved but that meet certain criteria are removed from the dropout count.	
1997-98		TEA begins collecting individual student-level records for all school leavers — graduates, dropouts, and students who left school for other reasons. Additional audits of dropout rates calculated from these data are conducted at the state level.
1998-99		The automated search of enrollment records is expanded to include students who return to school in the fall but leave before the PEIMS snapshot date or do not return until after the PEIMS snapshot date.
1999-00	Sixteen-year-olds enrolled in Job Corps programs leading to a high school equivalency certificate are removed from the dropout count. The circumstances under which expelled students are excluded from the dropout count are expanded in statute to cover students expelled for any reason.	Within a district, each dropout is assigned to a campus based on attendance or reported campus of accountability.

Appendix H.
Supplemental Tables

Appendix H.
Supplemental Tables

Table H-1. Number of Students in Attendance and Dropouts, by Grade, Texas Public Schools, 1999-00 85

Table H-2. Annual Dropout Rate, Grades 7-12, by Gender, Texas Public Schools, 1999-00 85

Table H-3. Students, Dropouts, and Annual Dropout Rate, by Student Group and Grade, Texas Public Schools, 1999-00 86

Table H-4. Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 1999-00 87

Table H-5. Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 1999-00 87

Table H-6. Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 1999-00 87

Table H-7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 1999-00 88

Table H-8. Annual Dropout Rate, Grades 9-12, by Student Group, Texas Public Schools, 1997-98 Through 1999-00 90

Table H-9. Longitudinal Completion/Student Status Rates, Grades 9-12, by Student Characteristic/ Program Participation, Texas Public Schools, Class of 2000 90

Table H-10. Longitudinal Completion/Student Status Rates, Grades 9-12, Texas Public Schools, Classes 1996 Through 2000 91

Table H-1.
Number of Students in Attendance and Dropouts, by Grade, Texas Public Schools, 1999-00

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 7-12
Students	317,744	313,311	386,108	290,571	249,146	237,641	1,794,521
Percentage of All Students in Grades 7-12	17.7	17.5	21.5	16.2	13.9	13.2	100
Dropouts	703	1,315	7,630	4,631	4,518	4,660	23,457
Percentage of All Dropouts in Grades 7-12	3.0	5.6	32.5	19.7	19.3	19.9	100

Table H-2.
Annual Dropout Rate, Grades 7-12, by Gender, Texas Public Schools, 1999-00

	Female		Male	
Grade Level	Number	Rate, %	Number	Rate, %
Grade 7	342	0.2	361	0.2
Grade 8	710	0.5	605	0.4
Grade 9	3,418	1.9	4,212	2.1
Grade 10	1,947	1.4	2,684	1.8
Grade 11	1,937	1.6	2,581	2.0
Grade 12	2,023	1.7	2,637	2.2
Grades 7-12	10,377	1.2	13,080	1.4

Table H-3.
Students, Dropouts, and Annual Dropout Rate, by Student Group and Grade, Texas Public Schools, 1999-00

		Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
Grade 7	African American	46,210	14.5	126	17.9	0.3
	Asian/Pacific Islander	7,865	2.5	5	0.7	0.1
	Hispanic	122,047	38.4	408	58.0	0.3
	Native American	922	0.3	7	1.0	0.8
	White	140,700	44.3	157	22.3	0.1
	Economically Disadvantaged	142,692	44.9	356	50.6	0.2
	All Students	317,744	100	703	100	0.2
Grade 8	African American	43,997	14.0	208	15.8	0.5
	Asian/Pacific Islander	8,040	2.6	22	1.7	0.3
	Hispanic	117,841	37.6	812	61.7	0.7
	Native American	924	0.3	3	0.2	0.3
	White	142,509	45.5	270	20.5	0.2
	Economically Disadvantaged	131,683	42.0	684	52.0	0.5
	All Students	313,311	100	1,315	100	0.4
Grade 9	African American	58,210	15.1	1,800	23.6	3.1
	Asian/Pacific Islander	9,263	2.4	74	1.0	0.8
	Hispanic	155,843	40.4	4,543	59.5	2.9
	Native American	1,051	0.3	8	0.1	0.8
	White	161,741	41.9	1,205	15.8	0.7
	Economically Disadvantaged	145,108	37.6	2,786	36.5	1.9
	All Students	386,108	100	7,630	100	2.0
Grade 10	African American	40,866	14.1	937	20.2	2.3
	Asian/Pacific Islander	8,419	2.9	48	1.0	0.6
	Hispanic	102,273	35.2	2,407	52.0	2.4
	Native American	772	0.3	15	0.3	1.9
	White	138,241	47.6	1,224	26.4	0.9
	Economically Disadvantaged	93,849	32.3	1,645	35.5	1.8
	All Students	290,571	100	4,631	100	1.6
Grade 11	African American	33,240	13.3	796	17.6	2.4
	Asian/Pacific Islander	7,927	3.2	86	1.9	1.1
	Hispanic	82,170	33.0	2,210	48.9	2.7
	Native American	639	0.3	17	0.4	2.7
	White	125,170	50.2	1,409	31.2	1.1
	Economically Disadvantaged	71,099	28.5	1,461	32.3	2.1
	All Students	249,146	100	4,518	100	1.8
Grade 12	African American	31,463	13.2	808	17.3	2.6
	Asian/Pacific Islander	7,572	3.2	90	1.9	1.2
	Hispanic	78,695	33.1	2,160	46.4	2.7
	Native American	615	0.3	15	0.3	2.4
	White	119,296	50.2	1,587	34.1	1.3
	Economically Disadvantaged	62,329	26.2	1,371	29.4	2.2
	All Students	237,641	100	4,660	100	2.0

Table H-4.
Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 1999-00

	Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
September 1 Age					
10	64	< 0.1	1	< 0.1	1.6
11	6,160	0.3	19	0.1	0.3
12	251,901	14.0	296	1.3	0.1
13	301,145	16.8	667	2.8	0.2
14	306,731	17.1	1,205	5.1	0.4
15	298,666	16.6	2,215	9.4	0.7
16	291,124	16.2	4,754	20.3	1.6
17	252,052	14.0	7,120	30.4	2.8
18	65,993	3.7	4,577	19.5	6.9
19	14,835	0.8	1,814	7.7	12.2
20	4,498	0.3	708	3.0	15.7
21	1,139	0.1	64	0.3	5.6

Table H-5.
Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 1999-00

	Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
Bilingual/English as a Second Language	89,228	5.0	1,561	6.7	1.7
Gifted/Talented	186,124	10.4	251	1.1	0.1
Special Education	240,997	13.4	3,834	16.3	1.6
Title I	497,957	27.7	4,288	18.3	0.9

Table H-6.
Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 1999-00

	Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
At Risk	620,461	34.6	9,682	41.3	1.6
Immigrant	22,492	1.3	422	1.8	1.9
Limited English Proficient	110,300	6.1	1,891	8.1	1.7
Migrant	27,224	1.5	431	1.8	1.6
Overage/Not on Grade	508,995	28.4	19,239	82.0	3.8

Table H-7.
Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 1999-00

		Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
1987-88	African American	194,373	14.3	16,364	17.9	8.4
	Hispanic	396,411	29.1	34,911	38.2	8.8
	White	744,254	54.6	38,305	42.0	5.1
	Other	28,160	2.1	1,727	1.9	6.1
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A
	All Students	1,363,198	100	91,307	100	6.7
1988-89	African American	193,299	14.2	14,525	17.6	7.5
	Hispanic	412,904	30.4	33,456	40.6	8.1
	White	724,622	53.3	32,921	40.0	4.5
	Other	29,290	2.2	1,423	1.7	4.9
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A
	All Students	1,360,115	100	82,325	100	6.1
1989-90	African American	192,802	14.2	13,012	18.6	6.7
	Hispanic	427,032	31.4	30,857	44.1	7.2
	White	711,264	52.2	24,854	35.5	3.5
	Other	30,396	2.2	1,317	1.9	4.3
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A
	All Students	1,361,494	100	70,040	100	5.1
1990-91	African American	192,504	14.0	9,318	17.3	4.8
	Hispanic	444,246	32.4	24,728	45.8	5.6
	White	703,813	51.3	18,922	35.1	2.7
	Other	32,075	2.3	997	1.8	3.1
	Economically Disadvantaged	399,025	29.1	14,755	27.3	3.7
	All Students	1,372,738	100	53,965	100	3.9
1991-92	African American	196,915	14.0	9,370	17.5	4.8
	Hispanic	462,587	32.9	25,320	47.4	5.5
	White	712,858	50.7	17,745	33.2	2.5
	Other	34,478	2.5	985	1.8	2.9
	Economically Disadvantaged	442,139	31.4	15,614	29.2	3.5
	All Students	1,406,838	100	53,420	100	3.8
1992-93	African American	216,741	14.1	7,840	18.1	3.6
	Hispanic	516,212	33.7	21,512	49.6	4.2
	White	760,143	49.6	13,236	30.5	1.7
	Other	40,101	2.6	814	1.9	2.0
	Economically Disadvantaged	463,452	30.2	13,515	31.1	2.9
	All Students	1,533,198	100	43,402	100	2.8
1993-94	African American	221,013	14.0	7,090	17.6	3.2
	Hispanic	537,594	34.1	20,851	51.9	3.9
	White	775,361	49.2	11,558	28.7	1.5
	Other	42,047	2.7	712	1.8	1.7
	Economically Disadvantaged	502,494	31.9	13,537	33.7	2.7
	All Students	1,576,015	100	40,211	100	2.6
1994-95	African American	227,684	14.1	5,130	17.1	2.3
	Hispanic	556,684	34.4	14,928	49.9	2.7
	White	789,481	48.8	9,367	31.3	1.2
	Other	43,673	2.7	493	1.6	1.1
	Economically Disadvantaged	535,480	33.1	10,176	34.0	1.9
	All Students	1,617,522	100	29,918	100	1.8
1995-96	African American	234,175	14.1	5,397	18.5	2.3
	Hispanic	580,041	34.9	14,649	50.2	2.5
	White	802,509	48.3	8,639	29.6	1.1
	Other	45,853	2.8	522	1.8	1.1
	Economically Disadvantaged	555,318	33.4	9,608	32.9	1.7
	All Students	1,662,578	100	29,207	100	1.8

Note: Parts may not add to 100 percent because of rounding or missing student data.

Table H-7. (cont.)
Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 1999-00

		Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
1996-97	African American	240,142	14.1	4,737	17.6	2.0
	Asian/Pacific Islander	43,314	2.5	330	1.2	0.8
	Hispanic	603,067	35.4	13,859	51.5	2.3
	Native American	4,274	0.3	81	0.3	1.9
	White	815,175	47.8	7,894	29.3	1.0
	Economically Disadvantaged	595,036	34.9	9,393	34.9	1.6
	All Students	1,705,972	100	26,901	100	1.6
1997-98	African American	244,987	14.1	5,152	18.7	2.1
	Asian/Pacific Islander	45,169	2.6	420	1.5	0.9
	Hispanic	619,855	35.6	14,127	51.3	2.3
	Native American	4,468	0.3	117	0.4	2.6
	White	828,660	47.5	7,734	28.1	0.9
	Economically Disadvantaged	626,080	35.9	9,911	36.0	1.6
	All Students	1,743,139	100	27,550	100	1.6
1998-99	African American	248,748	14.0	5,682	20.6	2.3
	Asian/Pacific Islander	47,762	2.7	424	1.5	0.9
	Hispanic	638,041	36.0	14,413	52.2	2.3
	Native American	5,292	0.3	67	0.2	1.3
	White	833,274	47.0	7,006	25.4	0.8
	Economically Disadvantaged	616,720	34.8	9,391	34.0	1.5
	All Students	1,773,117	100	27,592	100	1.6
1999-00	African American	253,986	14.2	4,675	19.9	1.8
	Asian/Pacific Islander	49,086	2.7	325	1.4	0.7
	Hispanic	658,869	36.7	12,540	53.5	1.9
	Native American	4,923	0.3	65	0.3	1.3
	White	827,657	46.1	5,852	24.9	0.7
	Economically Disadvantaged	646,760	36.0	8,303	35.4	1.3
	All Students	1,794,521	100	23,457	100	1.3

Note: Parts may not add to 100 percent because of rounding or missing student data.

Table H-8.
Annual Dropout Rate, Grades 9-12, by Student Group, Texas Public Schools, 1997-98 Through 1999-00

	Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
1997-98					
African American	158,745	14.1	4,616	18.9	2.9
Asian/Pacific Islander	30,157	2.7	367	1.5	1.2
Hispanic	394,619	35.1	12,368	50.7	3.1
Native American	2,840	0.3	99	0.4	3.5
White	538,630	47.9	6,964	28.5	1.3
Economically Disadvantaged	357,724	31.8	8,313	34.1	2.3
Female	546,238	48.6	11,175	45.8	2.0
Male	578,753	51.4	13,239	54.2	2.3
All Students	1,124,991	100	24,414	100	2.2
1998-99					
African American	160,460	14.0	5,225	21.0	3.3
Asian/Pacific Islander	32,359	2.8	376	1.5	1.2
Hispanic	406,533	35.5	12,793	51.4	3.1
Native American	3,508	0.3	60	0.2	1.7
White	543,050	47.4	6,432	25.8	1.2
Economically Disadvantaged	353,724	30.9	8,086	32.5	2.3
Female	555,830	48.5	11,150	44.8	2.0
Male	590,080	51.5	13,736	55.2	2.3
All Students	1,145,910	100	24,886	100	2.2
1999-00					
African American	163,910	14.1	4,341	20.2	2.6
Asian/Pacific Islander	33,184	2.9	298	1.4	0.9
Hispanic	419,161	36.0	11,320	52.8	2.7
Native American	3,079	0.3	55	0.3	1.8
White	544,549	46.8	5,425	25.3	1.0
Economically Disadvantaged	372,577	32.0	7,263	33.9	1.9
Female	565,268	48.6	9,325	43.5	1.6
Male	598,615	51.4	12,114	56.5	2.0
All Students	1,163,883	100	21,439	100	1.8

Note: Parts may not add to 100 percent because of rounding.

Table H-9.
Longitudinal Completion/Student Status Rates, Grades 9-12, by Student Characteristic/Program Participation, Texas Public Schools, Class of 2000

	Graduated		Received GED		Continued		Dropped Out	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Gifted/Talented	26,445	97.6	246	0.9	195	0.7	211	0.8
Limited English Proficient	5,105	54.1	203	2.2	1,777	18.8	2,343	24.9
Special Education	18,804	71.1	907	3.4	3,816	14.4	2,920	11.0

Note: Parts may not add to 100 percent because of rounding. Student characteristics and program participation were assigned based on the year of a student's final status in the cohort.

BEST COPY AVAILABLE

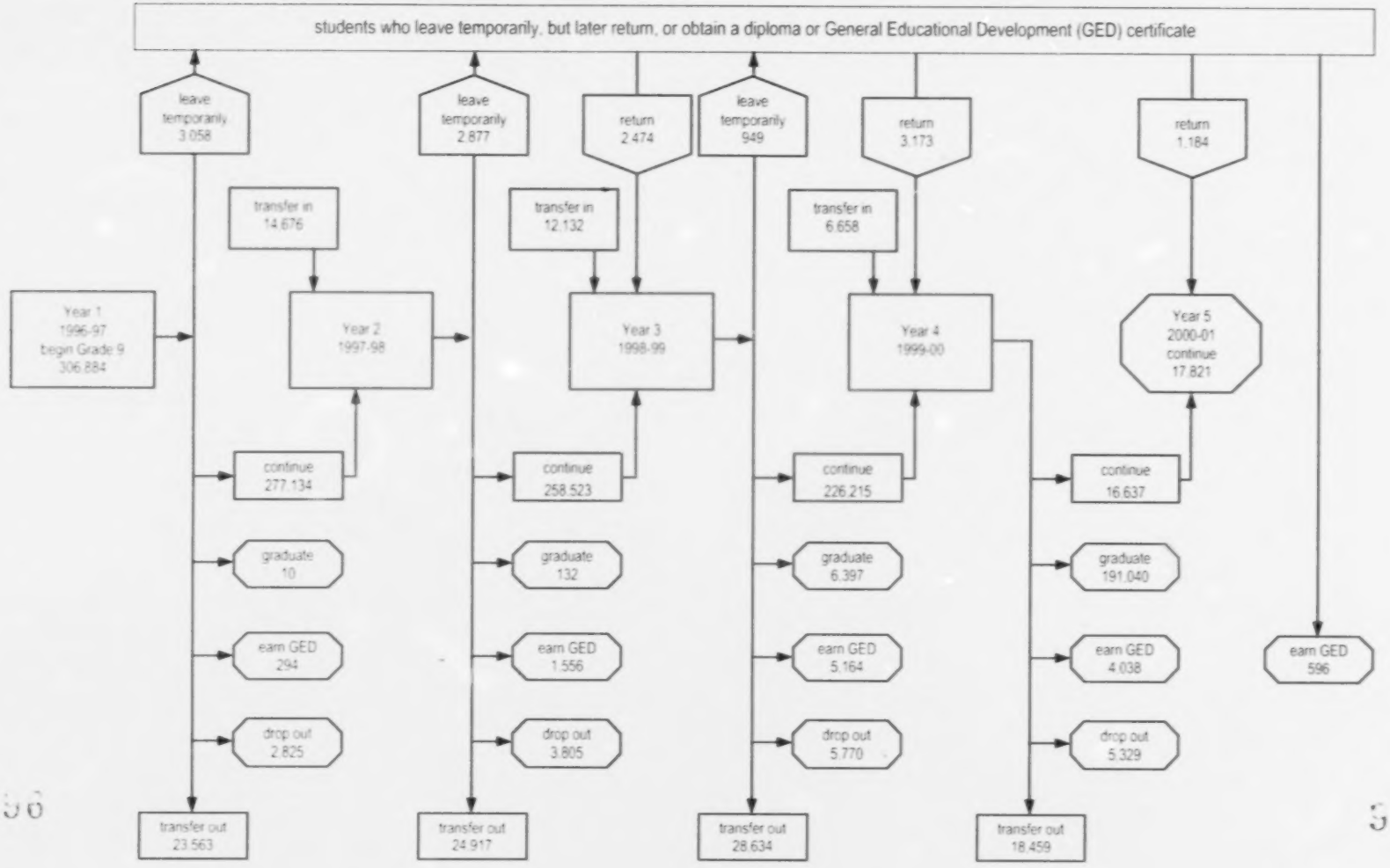
Table H-10.
Longitudinal Completion/Student Status Rates, Grades 9-12, Texas Public Schools, Classes 1996 Through 2000

	Graduated		Received GED		Continued		Dropped Out	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Class of 1996 Total cohort: 212,523								
African American	18,849	69.3	1,443	5.3	2,738	10.1	4,170	15.3
Asian/Pacific Islander	5,014	85.9	139	2.4	294	5.0	389	6.7
Hispanic	43,926	64.1	4,165	6.1	8,242	12.0	12,199	17.8
Native American	360	71.1	41	8.1	36	7.1	69	13.6
White	90,275	83.0	7,093	6.5	4,020	3.7	7,419	6.8
Economically Disadvantaged	35,463	64.1	3,351	6.1	5,978	10.8	10,510	19.0
All students	158,426	74.5	13,059	6.1	15,330	7.2	25,708	12.1
Class of 1997 Total cohort: 218,293								
African American	20,787	71.9	1,471	5.1	2,873	9.9	3,782	13.1
Asian/Pacific Islander	5,262	87.6	142	2.4	330	5.5	275	4.6
Hispanic	47,623	67.3	3,987	5.6	8,373	11.8	10,810	15.3
Native American	374	74.8	35	7.0	42	8.4	49	9.8
White	94,258	84.1	7,128	6.4	4,030	3.6	6,662	5.9
Economically Disadvantaged	39,801	68.1	3,459	5.9	6,219	10.6	9,002	15.4
All students	168,304	77.1	12,763	5.8	15,648	7.2	21,578	9.9
Class of 1998 Total cohort: 228,049								
African American	22,597	74.2	989	3.2	3,356	11.0	3,522	11.6
Asian/Pacific Islander	5,598	85.8	121	1.9	539	8.3	268	4.1
Hispanic	52,014	69.8	2,926	3.9	9,557	12.8	10,010	13.4
Native American	432	57.2	30	4.0	222	29.4	71	9.4
White	98,738	85.3	5,633	4.9	5,071	4.4	6,355	5.5
Economically Disadvantaged	44,723	70.6	2,491	3.9	7,441	11.7	8,717	13.8
All students	179,379	78.7	9,699	4.3	18,745	8.2	20,226	8.9
Class of 1999 Total cohort: 238,280								
African American	23,475	74.7	988	3.1	3,331	10.6	3,642	11.6
Asian/Pacific Islander	6,110	87.4	153	2.2	437	6.3	292	4.2
Hispanic	56,126	70.6	2,789	3.5	10,187	12.8	10,436	13.1
Native American	589	81.4	38	5.2	49	6.8	48	6.6
White	103,141	86.2	5,556	4.6	5,080	4.2	5,813	4.9
Economically Disadvantaged	48,204	71.3	2,562	3.8	7,991	11.8	8,882	13.1
All students	189,441	79.5	9,524	4.0	19,084	8.0	20,231	8.5
Class of 2000 Total cohort: 244,777								
African American	24,863	76.9	1,132	3.5	3,133	9.7	3,210	9.9
Asian/Pacific Islander	6,398	88.8	165	2.3	393	5.5	251	3.5
Hispanic	60,683	72.8	3,507	4.2	9,846	11.8	9,324	11.2
Native American	477	78.8	38	6.3	42	6.9	48	7.9
White	105,158	86.7	6,806	5.6	4,407	3.6	4,896	4.0
Economically Disadvantaged	51,896	72.6	3,345	4.7	7,988	11.2	8,257	11.6
All students	197,579	80.7	11,648	4.8	17,821	7.3	17,729	7.2

BEST COPY AVAILABLE

Appendix I.
Synopsis of Student Progress Through High School, Class of 2000

Appendix I.
Synopsis of Student Progress Through High School, Class of 2000

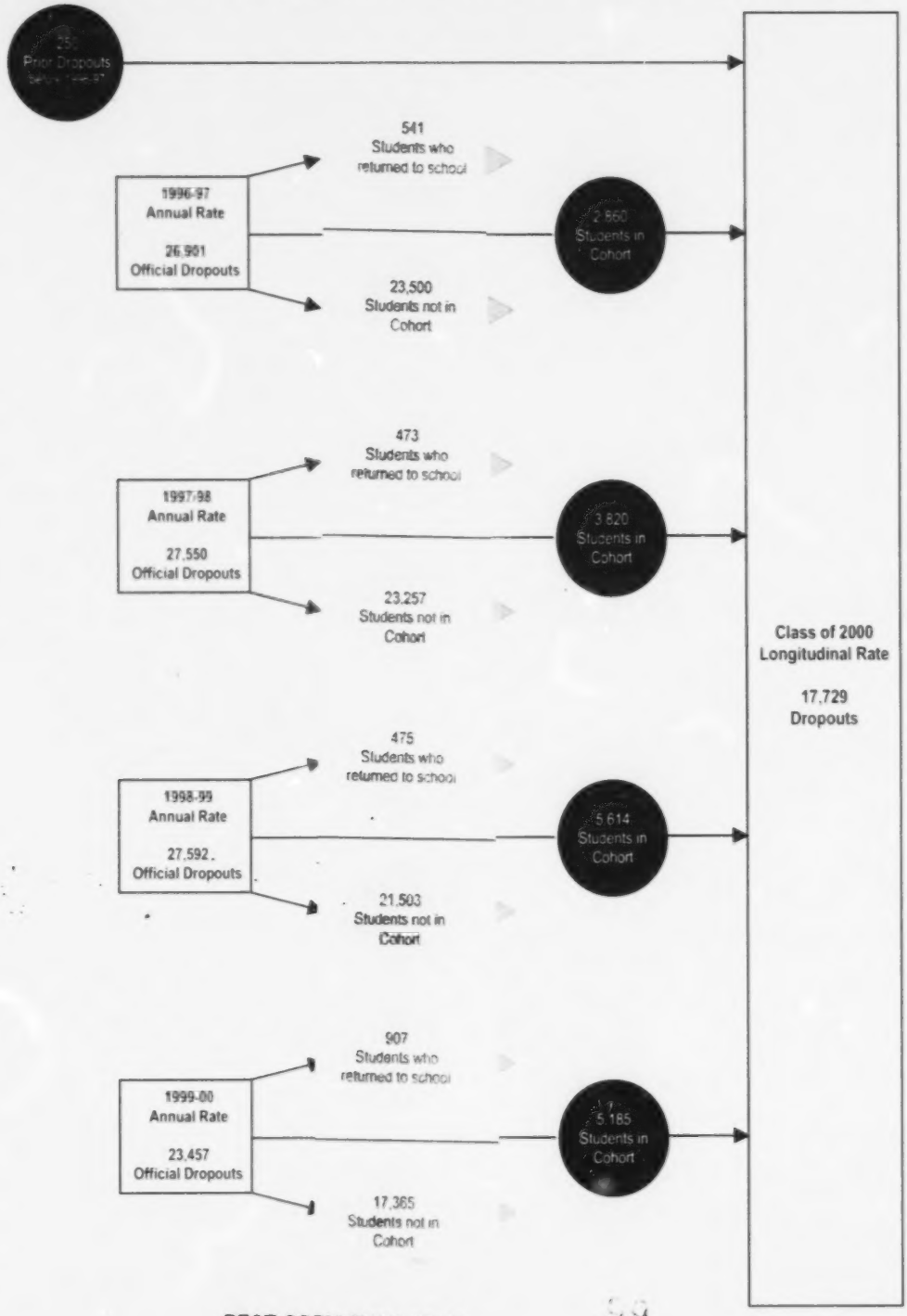


Note: ⬭ indicates final student statuses.

Appendix J.
Comparing Annual and Longitudinal Dropout Counts at the State Level

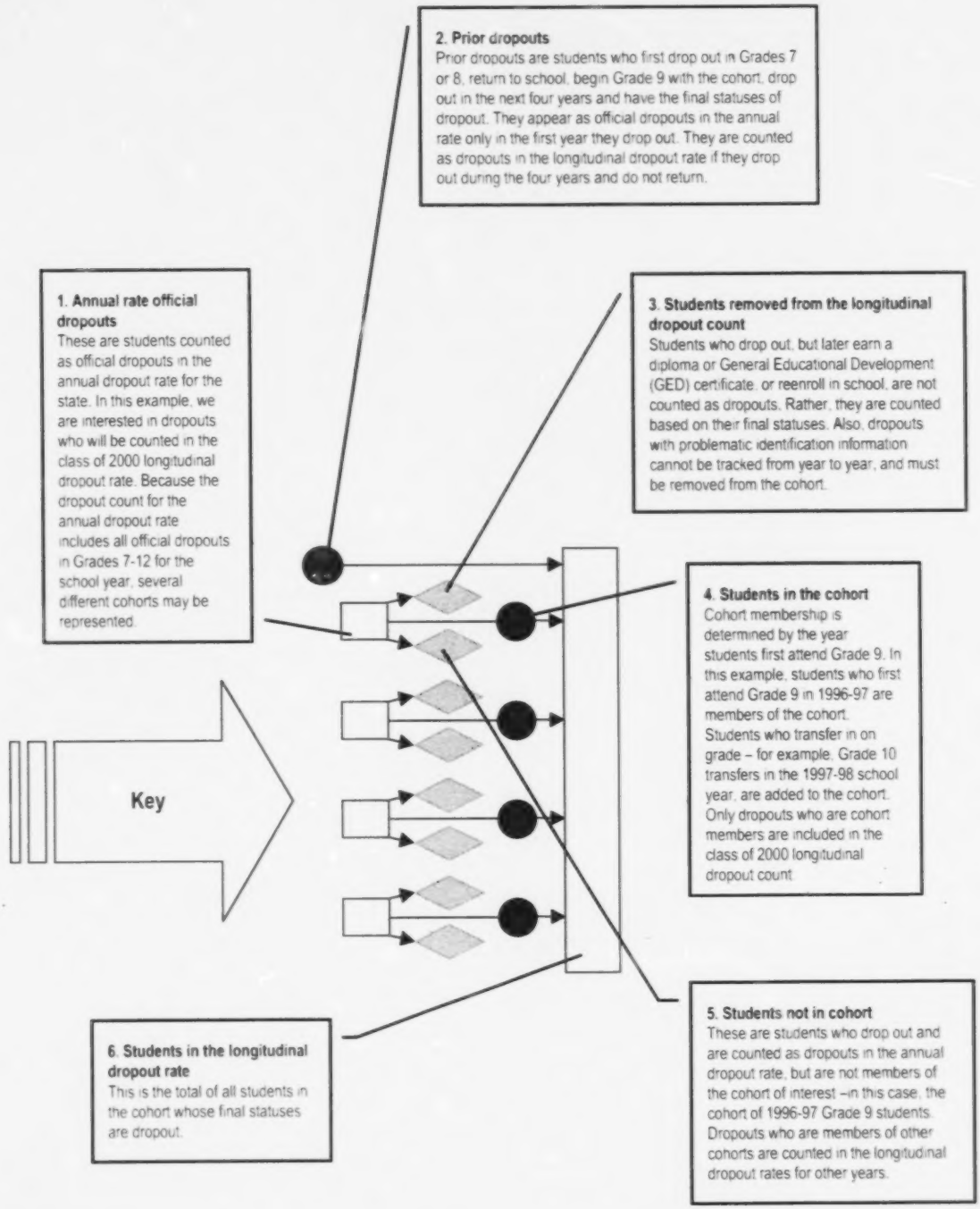
Appendix J.
Comparing Annual and Longitudinal Dropout Counts at the State Level

This chart demonstrates how annual counts of official dropouts are related to the number of dropouts in the longitudinal rate at the state level. See the facing page for a detailed explanation of each element in the chart.



BEST COPY AVAILABLE

Appendix J.
Comparing Annual and Longitudinal Dropout Counts at the District Level (cont.)


2. Prior dropouts
Prior dropouts are students who first drop out in Grades 7 or 8, return to school, begin Grade 9 with the cohort, drop out in the next four years and have the final statuses of dropout. They appear as official dropouts in the annual rate only in the first year they drop out. They are counted as dropouts in the longitudinal dropout rate if they drop out during the four years and do not return.
1. Annual rate official dropouts
These are students counted as official dropouts in the annual dropout rate for the state. In this example, we are interested in dropouts who will be counted in the class of 2000 longitudinal dropout rate. Because the dropout count for the annual dropout rate includes all official dropouts in Grades 7-12 for the school year, several different cohorts may be represented.
3. Students removed from the longitudinal dropout count
Students who drop out, but later earn a diploma or General Educational Development (GED) certificate, or reenroll in school, are not counted as dropouts. Rather, they are counted based on their final statuses. Also, dropouts with problematic identification information cannot be tracked from year to year, and must be removed from the cohort.
4. Students in the cohort
Cohort membership is determined by the year students first attend Grade 9. In this example, students who first attend Grade 9 in 1996-97 are members of the cohort. Students who transfer in on grade – for example, Grade 10 transfers in the 1997-98 school year, are added to the cohort. Only dropouts who are cohort members are included in the class of 2000 longitudinal dropout count.
Key
5. Students not in cohort
These are students who drop out and are counted as dropouts in the annual dropout rate, but are not members of the cohort of interest –in this case, the cohort of 1996-97 Grade 9 students. Dropouts who are members of other cohorts are counted in the longitudinal dropout rates for other years.
6. Students in the longitudinal dropout rate
This is the total of all students in the cohort whose final statuses are dropout.

BEST COPY AVAILABLE

Texas Education Agency

Publication Order Form

Purchaser Name _____ Date _____

Send to (name, if different) _____

Address _____

_____

City _____ State ____ Zip _____

Publications in this Series

Publication Number and Title	Available in PDF*	Quantity	Price Per Copy	Tax Exempt Only Quantity	Tax Exempt Only Price Per Copy	Cost
GE01 601 09 Secondary School Completion and Dropouts in Texas Public Schools, 1999-00 (New)	Yes	_____	$14.50	_____	$13.00	_____
GE01 601 10 Secondary School Completion and Dropouts in Texas Public Schools, 1999-00: Supplemental District Data (New)	Yes	_____	$30.00	_____	$26.00	_____
GE01 601 11 Secondary School Completion and Dropouts in Texas Public Schools, 1999-00: District and Campus Listings (New)	Yes	_____	$47.50	_____	$44.00	_____
GE01 601 12 Secondary School Completion and Dropouts in Texas Public Schools, 1999-00: County Listings (New)	Yes	_____	$22.50	_____	$21.00	_____

*Copy of report can be downloaded and printed from http://www.tea.state.tx.us/research/

Subtotal *(from pages 2 and 3)* _____

Total _____

Price includes postage, handling, and applicable state tax. Make check or money order payable to Texas Education Agency.

For publication inquiries and purchase orders[1] send to:

Texas Education Agency
Publications Distribution
1701 North Congress Avenue
Austin, Texas 78701-1494

[1]*Purchase orders are accepted only from Texas educational institutions and government agencies.*

If you are mailing a check or money order, remit this form with payment to:

Texas Education Agency
Publications Distribution
P.O. Box 13817
Austin, Texas 78711-3817

See following two pages for publications on related topics ⇨

BEST COPY AVAILABLE

Publications on Related Topics from Research and Evaluation

(Note: Quantities are limited)

Publication Number and Title	Available in PDF*	Quantity	Price Per Copy	Tax Exempt Only Quantity	Tax Exempt Only Price Per Copy	Cost
Dropouts						
GE5 601 09 1992-93 Report on Public School Dropouts	No	____	$1.00	____	$1.00	____
GE6 601 01 1993-94 Report on Public School Dropouts	No	____	$2.00	____	$2.00	____
GE6 601 08 1994-95 Report on Public School Dropouts	No	____	$6.00	____	$6.00	____
GE7 601 08 1995-96 Report on Public School Dropouts	No	____	$9.00	____	$8.00	____
GE8 601 05 1996-97 Report on Public School Dropouts	Yes	____	$9.50	____	$8.50	____
GE9 601 03 1997-98 Report on Public School Dropouts	Yes	____	$10.75	____	$10.00	____
GE01 600 02 Dropout Study: A Report to the 77th Texas Legislature	Yes	____	No charge, *limited quantity*	____	No charge, *limited quantity*	____
GE01 601 02 Secondary School Completion and Dropouts in Texas Public Schools, 1998-99	Yes	____	$12.50	____	$11.50	____
GE01 601 03 Secondary School Completion and Dropouts in Texas Public Schools, 1998-99: Supplemental District Data	Yes	____	$26.50	____	$24.50	____
GE01 601 04 Secondary School Completion and Dropouts in Texas Public Schools, 1998-99: District and Campus Listings	Yes	____	$34.00	____	$31.00	____
GE01 601 05 Secondary School Completion and Dropouts in Texas Public Schools, 1998-99: County, District and Campus Listings	Yes	____	$43.50	____	$40.00	____
					Subtotal	____

*Copy of report can be downloaded and printed from http://www.tea.state.tx.us/research/

BEST COPY AVAILABLE

Publications on Related Topics from Research and Evaluation

(Note: Quantities are limited)

Publication Number and Title	Available in PDF*	Quantity	Price Per Copy	Tax Exempt Only Quantity	Tax Exempt Only Price Per Copy	Cost
Retention						
GE5 601 12 Report on Grade Level Retention of Texas Students, 1992-93 and 1993-94	No	_____	$1.00	_____	*$1.00*	_____
GE7 601 01 1994-95 Report on Grade Level Retention of Texas Students	No	_____	$6.00	_____	*$6.00*	_____
GE8 601 01 1995-96 Report on Grade Level Retention of Texas Students	No	_____	$11.00	_____	*$10.00*	_____
GE8 601 07 1996-97 Report on Grade Level Retention of Texas Students	Yes	_____	$10.00	_____	*$9.25*	_____
GE9 601 02 1997-98 Report on Grade Level Retention of Texas Students	Yes	_____	$9.50	_____	*$8.75*	_____
GE01 601 07 Grade Level Retention in Texas Public Schools, 1998-99	Yes	_____	$17.00	_____	*$16.00*	_____
					Subtotal	_____

*Copy of report can be downloaded and printed from http://www.tea.state.tx.us/research/

BEST COPY AVAILABLE

Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Document No. GE01 601 09
August 2001